

# INTERNATIONAL YEARBOOK OF EDUCATION

VOL. XX, 1958



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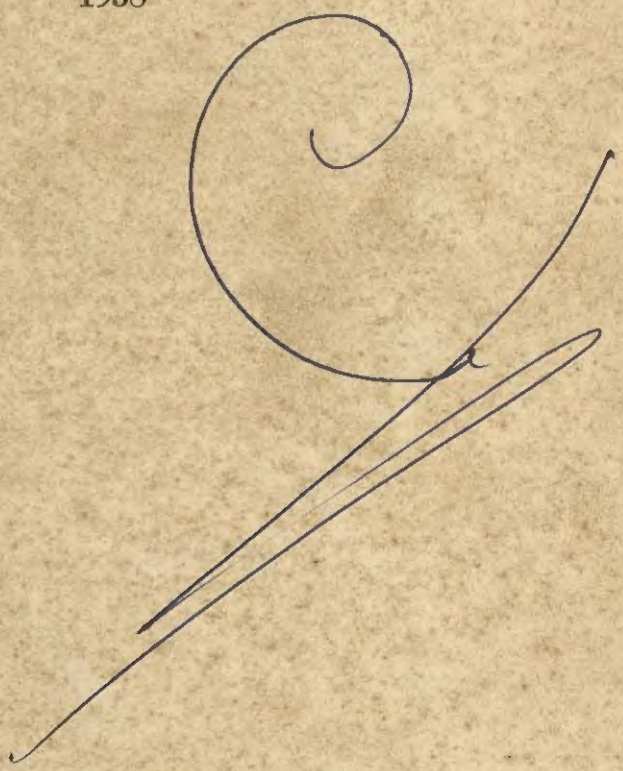
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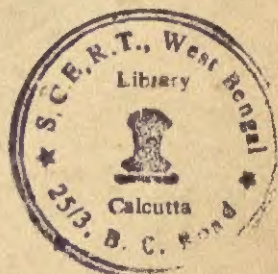




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## INTRODUCTION

The present Yearbook brings the collection of the International Yearbook of Education to twenty volumes. Whatever may be the shortcomings of this annual publication, it certainly reflects the most outstanding changes which have taken place in the evolution of education in the world since 1931-1932 (publication of the Yearbook was interrupted during the war).

As usual, an attempt has been made, on the basis of the comparative study at the beginning of the volume, to summarize as landmarks the main characteristics and trends which have dominated the field of education in 1957-1958.

(1) The average increase in allocations for education continues to rise slowly at the rate of approximately 0.5% a year: 14.5% in 1955-1956, 15% in 1956-1957 and 15.65% in 1957-1958. No report mentions a decrease in expenditure.

(2) On the administrative level, there are fewer steps towards decentralization (which showed a sharp increase last year) and a less marked tendency to set up new administrative machinery and to transfer to education authorities branches or establishments formerly under other administrative departments.

(3) The shortage of school premises once more emerges as one of the major preoccupations of the education authorities in all countries, whatever their economic and cultural standards.

(4) The average rate of increase of the primary school population continues to decline gradually (7.5% in 1955-1956, 6.62% in 1956-1957 and 6.2% in 1957-1958). Three countries have reported a decrease in the number of enrolments.

(5) On the other hand, the curve of secondary school enrolments continues to rise, and the average rate of increase is higher than for primary education: 8% in 1955-1956, 8.75% in 1956-1957 and 10.26% in 1957-1958. Decreases have been noted in four countries.

(6) Reports providing comparable information on the numbers in vocational and higher education show that the average increase continues to grow slowly (11% for technical education and 8.71% for higher education). In both these types of education, there is a trend towards longer courses of study.

(7) The number of countries where curriculum and syllabus reform has been studied or implemented remains roughly the same for primary and secondary education, i.e. one country in two.

(8) The trend towards the introduction of new courses and new subjects, or towards increasing the importance of certain subjects in the curriculum, is in practice far stronger than the tendency to lighten the amount of instruction.

(9) The problem of finding a supply of teaching staff continues to evolve in the same direction as last year: there is a slight improvement in the situation at primary level, while the shortage of secondary school staff is becoming more acute.

(10) The number of countries taking steps in connection with teacher training, which had slightly decreased last year, has now increased again; almost two countries in every three have prepared or implemented plans for improving this training. Once again, too, the proportion of countries which have taken steps to increase teachers' salaries in some category or another is seen to be greater (one in four).

P. ROSSELLÓ

*Assistant Director of the  
International Bureau of Education*



# SURVEY OF EDUCATIONAL PROGRESS IN 1957-1958

ADMINISTRATION — *Administrative Measures* — *Inspection* — *Financing Education* — *School Building* — FREE COMPULSORY EDUCATION — PRIMARY EDUCATION — *Pre-Primary Education* — *Quantitative Development of Primary Education* — *Primary Organization, Curricula and Syllabuses* — SECONDARY EDUCATION — *Quantitative Development* — *Structural Changes* — *Curricula and Syllabuses* — VOCATIONAL EDUCATION — HIGHER EDUCATION — TEACHING STAFF — *Shortage of Teachers* — *Training* — *Conditions of Service*

## ADMINISTRATION

### ADMINISTRATIVE MEASURES

(1) Reorganization of the administrative machinery on a more or less extensive scale are reported in the following eight countries : Argentina, Belgium, Bulgaria, Colombia, Iraq, Japan, Poland and Sweden. In the two previous years, similar changes of organization were effected in six countries.

(2) The tendency to set up new administrative departments is further accentuated. Fourteen reports instead of twelve mention the creation of new administrative departments (general directorates, departments, divisions, sections, etc.), namely, Belgium, Bulgaria, Canada, Ceylon, Colombia, Czechoslovakia, Haiti, Italy, Lebanon, Liberia, Portugal, Spain, Turkey, Union of Burma. Only one country mentions that the post of assistant director general of national education has been abolished.

(3) On the other hand, the large increase noted last year in the number of countries setting up councils, commissions or committees of an executive or advisory nature (ten countries) has not been maintained ; this number has fallen to six, namely, Argentina (national board of secondary education and national board of technical education), Australia (permanent university committee), France (commission for the recruitment and training of scientific staff and commission for problems arising from new requirements of the economy), Netherlands (council for higher technical education, commission on the expansion of higher education and higher technical education, and committee on the administrative reform of public elementary education), Union of Burma (education inquiry committee) and Yugoslavia (federal council of physical education and council for minority school problems).

(4) There has been a decrease in the number of measures in favour of educational decentralization (four countries instead of the eleven reported in 1956-1957 : Sweden, Thailand, Ukraine and USSR). On the other hand, the trend towards centralization is also weaker (two countries instead of four : Poland and Vietnam).

(5) The tendency to transfer educational responsibility from one department to another has been more marked than last year. Five transfers instead of two have been made to the education authorities : Czechoslovakia (training of apprentices), Greece (private schools for foreign languages), Spain (technical schools), Tunisia (youth and sports), Turkey (higher schools); two transfers have taken place from the education authorities : Haiti (rural education transferred to the Department of Agriculture) and Laos (youth and sports division transferred to the National Defence Department). In Afghanistan, the administration of the institute of education, which formed part of the Ministry of Education, was transferred to the University of Kabul.

(6) The number of reports mentioning steps taken with regard to private education, which had been decreasing (six in 1955-1956 and five in 1956-1957), has increased again in 1957-1958 (Argentina, Belgium, Chile, German Federal Republic, Netherlands, Portugal, Switzerland, Turkey and the United Kingdom).

*Afghanistan.* The administration of the institute of education, which formed part of the Ministry of Education, was transferred to the University of Kabul.

*Argentina.* A new arrangement of education areas makes each district contain about the same number of schools. A draft was made for the institution of a national board of secondary education. A plan for the institution of a national board of technical education, which would be autonomous, has been submitted for the approval of the executive powers. The art education department was separated from the general department of culture and handed over to a federal delegate. The commission appointed to study the legal regulations and organization of the independent universities has submitted its conclusions.

*Australia.* The establishment of a permanent Australian university committee was decided.

*Belgium.* The central administration has been reorganized. Two new departments have been set up, the administration of studies department and the scientific research department. Several new regulations have been introduced on the running of recognized schools.

*Brazil.* Congress is still discussing the bill on the principles and basis of national education.

*Bulgaria.* A reorganization has been carried out in the general executive and in the departments of education and culture affiliated to the district and county councils. New departments set up in the Ministry of Education and Culture : primary education department, secondary education department, minority group schools department.

*Canada.* Several new sections or divisions were set up in the provincial Departments of Education of New Brunswick (director of curriculum and research) and Newfoundland (divisions for correspondence secondary education and provincial scholarships, and for the educational affairs of the Pentacostal Assemblies).

*Ceylon.* The Ministry of Education has set up an English language teaching unit.

*Chile.* The organic regulations for the general department of primary education and teacher training have been promulgated. Regulations which impeded the efficiency of private education were abolished.

*Colombia.* The Minister of Education has worked out a vast plan of administrative reform. The recently established educational planning office has published the results of its survey in five volumes. Efforts are being made to achieve close collaboration between the Ministry of Education and other



government departments, especially the Ministry of Health and Hygiene. A division for rural education has been set up.

*Czechoslovakia.* Responsibility for the training of apprentices has been transferred to the Ministry of Education and Culture; a new department was set up at the Ministry to deal with the organization and control of this training. The recently reorganized pedagogic institute for technical education will come directly under the Ministry of Education and Culture.

*France.* Two commissions have been set up by the Ministry of Education, one to study problems connected with the recruitment and training of personnel in science departments, the other to examine problems arising in education from the new requirements of the national economy.

*German Federal Republic.* New regulations have been issued for private education in Lower Saxony, the Rhineland-Palatinate and Baden-Württemberg; they lay down the conditions which private schools must fulfil to receive state subsidies.

*Greece.* Private schools for the teaching of foreign languages have been transferred from the Ministry of Industry to the Ministry of National Education.

*Haiti.* The position of assistant director general of national education has been abolished. It is planned to set up a national youth office and an educational centre of documentation and in-service teacher training. Rural education has been transferred from the Department of National Education to the Department of Agriculture.

*Iraq.* The structure of the Ministry of Education has been reorganized.

*Italy.* The national didactic centre for physical education and sport has begun work.

*Japan.* Measures have been introduced to reorganize the management of local educational administration, in virtue of the law of 1956. The Ministry of Education held a national conference of primary and secondary school principals and officials of boards of education.

*Laos.* All teaching staff now come under the jurisdiction of a director of secondary and higher education. The youth and sports division has been transferred from the Ministry of Education to the National Defence Department.

*Lebanon.* Two administrative sections for secondary education have been created, one for public and one for private schools. A technical section will deal with problems of educational psychology set by secondary education.

*Liberia.* Two directors of education have been appointed, one for primary and one for secondary education.

*Netherlands.* Changes have been made in the regulations for the Educational Council. The Council for Higher Technical Education was installed. Two commissions have been set up to study the expansion of higher education and of higher technical education. A committee was installed to make recommendations on the administrative reform of public elementary education. A bill has been drawn up proposing to increase subsidies to independent schools.

*Poland.* Boards of trustees assume the work of the district departments of education in the provinces. The new administrative structure involves a decrease in the number of administrative committees at provincial and county level and a greater measure of dependence of boards of trustees and inspectors on the Ministry of Education, which is now to be responsible for all educational activity and all establishments.

*Portugal.* A technical training bureau has been set up within the general directorate of vocational and technical training. Modifications have been introduced in the private school system; for example, the holding of examinations in private schools, with examiners equivalent to those in public secondary schools, has been authorized.

*Spain.* Technical schools which were formerly under various other ministries have been transferred to the Ministry of National Education. Regulations for the establishment of centres of educational cooperation and of an

office of documentation and educational guidance for primary education have been promulgated.

*Sweden.* The section within the Board of Education which deals with planning and building has been given independent status. The reforms in regional and local educational administration come into force in 1958.

*Thailand.* Local education committees have been set up as an experiment.

*Tunisia.* A departmental committee under the chairmanship of the President of the Republic has been appointed to draw up the main lines of the educational reform. The youth and sports department has been transferred from the Presidency of the Council to the Ministry of National Education.

*Turkey.* An under-secretariat of technical education, a department of teacher training and an educational planning committee have been set up. The Ministry of Education is encouraging the development of private education. The tendency for higher schools under different ministries to be placed under the Ministry of Education is increasing.

*Ukraine.* Attention has been devoted to increasing the role of the public education boards.

*Union of Burma.* An education inquiry committee has been set up. Two new departments have been created, one for teacher training and one for curricula. A department of textbook production in Burmese has been introduced.

*USSR.* There is a tendency to extend the responsibilities of local authorities in respect of educational administration.

*United Arab Republic.* Egypt: The Ministry of Education has granted more extensive administrative and technical powers to educational zones. It continues to encourage private education by contributing to the cost of school building.

*United Kingdom.* England and Wales and Scotland: the compulsory registration of independent schools has come into force.

*United States.* An attempt is being made to unify and standardize the methods and terminology of accounting.

*Vietnam.* Measures continue to be taken to centralize all parts of the educational system under the control of the Department for National Education.

*Yugoslavia.* The general education bill is now in its final form and ready for submission to the federal assembly. A federal council of physical education and a council to study minority school problems have been set up.

## INSPECTION

(1) The number of reports mentioning various aspects of school inspection (organization of inspection, training, status and numerical increase of inspectors) is roughly the same as last year (28 instead of 30).

(2) Seventeen reports (13 last year and 11 the year before) mention either new categories of inspector or an increase in the number of inspectors in existing categories. Only one country has abolished an inspector's post, that of technical education inspector.

(3) Among reforms of the organization of inspection, should be mentioned the step taken in Bulgaria to replace the general inspectorate of the Ministry of Education by a central inspectorate for the different subjects, and the move in Haiti to replace the departmental inspectors by general inspectors who will have closer contact with high-ranking administrative officials; in the Lebanon, the new inspection system requires inspectors to be attached to their districts.



(4) The problem of training inspectors and keeping them up to date is the subject of increasing attention. The reports of eight countries mention improvements in their training or in the qualifications of in-service inspectors: Byelorussia, Colombia, Czechoslovakia, Egypt, Indonesia, Tunisia, Ukraine, USSR.

(5) The question of the status of inspectors, which was discussed last year in five countries, is mentioned this year by only one, Vietnam.

*Afghanistan.* A department of inspection has been added to university administration.

*Austria.* The system of inspection for vocational schools has been expanded.

*Bulgaria.* A central inspectorate for the different subjects has replaced the general inspectorate of the Ministry of Education and Culture.

*Byelorussia.* Steps have been taken to improve methods of supervision and control over educational establishments and to raise the pedagogical qualifications of inspectors.

*Colombia.* Courses have been held for inspectors and head teachers.

*Czechoslovakia.* A seminar has been held for inspectors.

*Finland.* It has been possible to increase the number of inspectors' visits.

*Greece.* The Board of Education has drafted decrees on the duties, distribution and increase in numbers of general secondary school inspectors.

*Haiti.* It is proposed to replace the departmental inspectors by general inspectors who will have closer contact with high-ranking administrative officials. The post of chief inspector is to be created.

*Hungary.* New regulations on inspection have been issued.

*Indonesia.* Kindergarten inspectors have been appointed and directives have been published to guide them. In-service courses have been held for primary inspectors. More regional school inspectors' offices have been set up. Inspectors for compulsory education were appointed in some areas.

*Japan.* The number of Ministry inspectors has been increased, as has the number of prefectural and municipal teachers' consultants.

*Laos.* The inspectorate for technical education was abolished.

*Lebanon.* The new inspection system requires inspectors to be attached to their districts.

*Liberia.* Five supervising teachers were assigned to the kindergarten, elementary and secondary schools. This number is to be increased.

*Netherlands.* The number of state and district inspectors has been increased; one inspector has also been appointed for technical education and two for teacher training.

*Poland.* Inspection boards have been established in the counties and main cities.

*Rumania.* Specialized inspectors' posts have been created.

*Saudi Arabia.* The number of primary inspectors (section inspectors and general inspectors) has been increased, as has the number of subject inspectors for secondary education and teacher training institutes.

*Spain.* Posts for 239 more inspectors will be created in the period 1958-1962.

*Sudan.* The specialized secondary school inspectorate has been expanded.

*Switzerland.* Inspection commissions of six members for domestic science and dressmaking have been set up in the canton of Bern. At Fribourg, a new post of cantonal inspector of physical education has been created.

*Tunisia.* A general inspector of public education has been appointed. Seven teachers have been selected to train for inspection at the *Ecole normale supérieure de Saint-Cloud* in France.

*Ukraine.* Efforts have been made to raise the qualifications of school inspectors. Specialized inspectors in the fields of industry, agriculture and handwork have been appointed.

*Union of Burma.* Greater importance has been given to the inspection of art education and physical culture.

*USSR.* Efforts were made to improve inspectors' qualifications and methods of inspection.

*United Arab Republic. Egypt:* Courses have been held to introduce teachers to modern methods of inspection and administration.

*Vietnam.* The number of inspectors for primary and secondary education has been increased. A musical education inspector has been appointed. The regulations for primary school inspectors have been promulgated and those for secondary inspectors have been submitted for the approval of the department concerned.

### FINANCING EDUCATION

(1) Forty-one countries have provided comparable data on changes made during the year in the total allocations for education. No report has mentioned a decrease in this sum.

(2) It is interesting to note that the percentage increase in expenditure has remained more or less stable for the last three years: 14.5% in the 1956 Yearbook, 15% in the 1957 Yearbook, 15.65% in the 1958 Yearbook.

*Afghanistan.* Budget of the Ministry of Education in 1957: 164,755,751 afghanis (+15,077,727), i.e. an increase of 11%.

*Australia.* The recommendation on the increase of financial assistance to Australian universities by the Australian Commonwealth and the governments of the federated states has been accepted by the authorities concerned.

*Belgium.* Ordinary budget of education in 1957: 10,393,754,000 Belgian francs (+957,526,000), i.e. an increase of 10.1%.

*Brazil.* The average increase in expenditure on education by the Union, the federated states and the municipalities has risen to 31%.

*Bulgaria.* Budget estimates of the central administration and departmental sections for 1958: 1,347,831,000 levas (+16.76%).

*Byelorussia.* The total allocations for education in 1958 were more than 2,000 million roubles (increase 6.4%).

*Cambodia.* National education budget for 1957-1958: 584,231,100 piastres (+112,386,700), i.e. an increase of 23.81%.

*Canada.* For the last ten years, the annual rate of increase in expenditure for primary and secondary education has averaged 12.6% and for higher education 11%. The method of financing schools has been overhauled in British Columbia, Alberta and Ontario.

*Chile.* Education budget in 1957: 47,108,229,003 pesos (+57%).

*China.* Expenditure of central, provincial and local administrations for education in 1957-1958: 951,563,827 new Taiwan dollars (+15%).

*Colombia.* The budget of the Ministry of Education has doubled in one year, municipal education budgets have increased by 10% and departmental budgets by 25%. An "Education Bank" with an initial capital of 5 million pesos has been set up.



*Denmark.* State allocations for education in 1957-1958: 363,990,723 Danish crowns (+13%).

*France.* National education budget in 1958: 598,000 million francs (+11%).

*German Federal Republic.* In most of the *Länder* an increase of 10-15% may be noted in education budgets.

*Ghana.* Expenditure on education in 1956-1957: 5,225,611 pounds sterling.

*Haiti.* National education budget for 1957-1958: 20,032,328 gourdes (+20%).

*India.* Education budget for 1957-1958: 296,400,000 rupees (+2.6%).

*Iran.* National education budget for 1957-1958: 4,713,422,000 rials (+2.1%).

*Iraq.* Budget of the Ministry of Education for 1957-1958: 6,411,490 dinars (+1.9%).

*Ireland.* Public education budget for 1958-1959: £ 15,135,346 (+3.67%).

*Israel.* Budget of the Ministry of Education and Culture for 1957-1958: 62,332,500 Israeli pounds (+30%).

*Italy.* Expenditure on public education in 1958-1959: 388,182 million lira (+2.2%).

*Japan.* Budget of the Ministry of National Education for 1957-1958: 144,458 million yen (+10.57%).

*Korea.* Budget of the Ministry of Education for 1957: 39,058,093 hwan (+19%).

*Laos.* National education budget for 1957: 142,456,110 kips (+5.75%).

*Lebanon.* Budget of the Ministry of National Education for 1958: 27,484,747 Lebanese pounds (+23.07%).

*Liberia.* Expenditure on education in 1958: 2.5 million dollars (+49%).

*Netherlands.* Budget of the Ministry of Education, Arts and Science for 1958: 1,147.4 million florins (+24%).

*Norway.* Public education budget for 1958-1959: 329,200,000 crowns (+14.4%).

*Pakistan.* Public education budget for 1957-1958: 201,249,000 rupees (+25.6%).

*Philippines.* Central government allocations for education: 208,718,340 pesos.

*Poland.* In 1958, the public education budget increased by 543,433,000 zlotys (+7.3%).

*Portugal.* Budget of the Ministry of National Education for 1958: 720,836,006 escudos (+2.7%).

*Rumania.* The 1958 state budget for education increased by 7%.

*Saudi Arabia.* Budget of the Ministry of Education for 1958: 88 million tallaris (+14.9%).

*Spain.* Expenditure of the Ministry of National Education in 1958: 4,327,554,826 pesetas (+51%).

*Sudan.* Budget of the Ministry of Education in 1957-1958: 8,242,083 Sudanese pounds (+30%).

*Sweden.* Education budget for 1957-1958: 1,323 million crowns (+11%). Studies have been undertaken with a view to simplifying the distribution of state subsidies to communes.

*Switzerland.* Several cantons have modified the laws and regulations on grants to communes.

*Thailand.* Education budget in 1957: 277,681,590 baths (+3.33%).

*Tunisia.* Ordinary budget for national education in 1957-1958: 7,804 million francs (+2.89%).

*Turkey.* Ministry of Education budget for 1957-1958: 561 million Turkish pounds (+10.43%).

*Ukraine.* Expenditure on education in 1958: 10,991 million roubles (+9.9%).

*USSR.* Allocations for education, culture and science in 1958: 83,900 million roubles (+6.2%).

*United Kingdom.* England and Wales: budget of the Ministry of Education in 1957-1958: £ 365 million (+9.93%); Scotland: expenditure on education in 1957-1958: £ 70,900,000 (+9.75%); Northern Ireland: expenditure of the Ministry of Education in 1957-1958: £ 11,700,000 (+17%).

*United States.* Expenditure per pupil in 1957-1958 rose to 431 dollars, i.e. about 7% more than in 1955-1956.

*Vietnam.* Budget for 1957-1958: 600 million piastres (+20%).

### SCHOOL BUILDING

(1) From a study of the reports sent by the Ministries of Education, it is evident that the school building problem is once again one of the major preoccupations of education authorities in all countries. Numerical expansion at all levels of education creates a weighty problem not only in countries with a chronic leeway to make up in this field, but also in States where a shortage of classrooms was unthinkable a few years ago.

(2) Once again, the countries which have provided comparable data on progress made in the sphere of school building in 1957-1958 are not very numerous. The following figures are some of those which permit a certain evaluation of the progress realized: in Byelorussia 3,500 classrooms, or a third more than in 1956, were built; Italy has doubled in one year the size of her estimates, by providing for the construction of 10,000 classrooms in 1957-1958; in Japan the area covered by new school buildings has increased by 3.5%; in Korea, while the number of primary classrooms built has decreased by 2.5%, the number of secondary classrooms has increased by 35%; the number of primary classrooms built or rebuilt in Poland in 1957 was 55% higher than in the previous year; the number of places made available in England and Wales in 1957 was 12% higher in primary education and 34% higher in secondary education.

(3) If the amount allocated to school building is considered, instead of the number of new classrooms or places made available, it may be seen that in Israel expenditure has more than doubled within a year, in the Netherlands the increase reaches 26%, in Scotland 19% and in the USSR 33%. Only one report mentions a reduction in the allocations (-39.4%) and one other notes that the possibility of undertaking new work was practically nil.

(4) The number of countries which have taken or which are about to take special financial measures has remained the same: Argentina (fund for secondary school buildings); Bulgaria (three-year building plan for a total of 200 million levas); Guatemala (school building fund in collaboration with the Bank of Guatemala and the National Board of Economic



Planning); Portugal (special allocation for the building of new lycées); Egypt (supplementary credit for school building); Union of Burma (Director of Education's contribution for temporary buildings and repairs to be doubled); Yugoslavia (reorganization of the system of financing school buildings for vocational education).

(5) In addition to special financial measures, certain other steps are worthy of interest in several countries: Bulgaria (transfer of responsibility for building plans to the district people's councils); Czechoslovakia (new type of hut-school); France (reorganization of county committees for school building); German Federal Republic (increasing use of prefabrication); Italy (new regulations for the building of secondary schools and closer collaboration between all authorities concerned in school building); Morocco (generalization of the use of semi-prefabricated building for rural schools); Netherlands (minimum standards for the building of infant schools); Poland (national school building society and projects for building in stages); Saudi Arabia (new technical department); Sudan (special school building department); Tunisia (decentralization of school building operations).

*Afghanistan.* The Ministry of Education has set aside 250 million afghanis in the five-year plan for the construction of primary schools in durable materials.

*Argentina.* A fund for school buildings for secondary education has been set up.

*Australia.* The Departments of Education have given great importance to the provision of new school buildings for all levels.

*Brazil.* In 1957, 273 buildings (679 classrooms) and 6 teacher training schools (74 classrooms) were built.

*Bulgaria.* A three-year building plan has been drawn up for a total cost of 200 million levas, to provide 1,800 classrooms. From 1958 onwards, building plans and projects are to be the responsibility of the district people's councils.

*Byelorussia.* In 1957, 679 schools were built (3,500 classrooms); 1,100 classrooms more than the previous year were brought into use at the beginning of 1957-1958.

*Canada.* It is estimated that the number of new classrooms built in 1957-1958 was equal to, and probably greater than, the number built in 1956-1957.

*Chile.* Contracts passed in 1957 for new buildings cover an area of 55,014 m<sup>2</sup>.

*Czechoslovakia.* A new type of hut-school has been most successful. More than 750 million crowns were allocated for school buildings in 1958.

*Finland.* Fifteen new secondary schools (12% of the total) were built in 1957.

*France.* The county committees for school building have been reorganized. In October, 1958, 2,116 new kindergarten classrooms, 7,035 primary, 966 advanced primary, 2,900 secondary and 9,000 apprenticeship centre classrooms were opened.

*German Federal Republic.* New progress made in combating the shortage of school premises has helped reduce the number of schools providing teaching in shifts. Prefabrication is being increasingly used.

*Greece.* An allocation of 70,575,000 drachmas has permitted the construction of 487 new primary and secondary classrooms; 1,222 more have been commenced and 352 repaired.

*Guatemala.* A draft decree has been drawn up, establishing a school building fund in collaboration with the Bank of Guatemala and the National Board of Economic Planning.

*Hungary.* The three-year plan for 1958-1961 provides for the construction of 3,500 classrooms for general schools, especially in under-populated areas.

*Iran.* The number of premises used for public education has increased by 6% for primary education and 12% for secondary education.

*Ireland.* In 1957-1958, the State has given £1,206,000 for the building of primary schools and £441,000 for secondary schools.

*Israel.* Allocations for school building in 1957-1958: 15 million Israeli pounds (+9 million).

*Italy.* The programme for 1957-1958 provides for the construction of 10,000 classrooms, which is about twice the number for last year. New regulations are to be drawn up for the building of secondary schools. The collaboration of the Ministry of Education with all the authorities concerned in school building has been intensified.

*Japon.* The total area of national, local and private school buildings in 1957 increased by 3.5%.

*Korea.* The number of primary classrooms built in 1957 was 2,881 (—2.6%), and the number of secondary classrooms 723 (+35%).

*Laos.* The financial possibility of carrying out new work was practically non-existent.

*Lebanon.* The budget of the Independent School Building Fund for 1958 totals 1,700,000 Lebanese pounds (+300,000). The small amount available has permitted the construction of only small buildings in rural areas.

*Morocco.* The system of semi-prefabricated building for rural schools has been extended to the whole of Morocco.

*Netherlands.* Allocations for 1958 totalled 190 million florins (+40 million). Minimum standards for the construction of infant schools have been laid down.

*Norway.* Building licenses granted in 1957 by the municipal authorities totalled approximately 123,000 m<sup>2</sup> (+10,000 m<sup>2</sup>). The need for primary and secondary school buildings is far from being met.

*Poland.* New primary classrooms built or rebuilt in 1957: 3,339 (+1,173); secondary classrooms: 336. A national school building society has been set up, which will involve the active participation of local communities. Standard building plans and projects for building in stages have been drawn up.

*Portugal.* In 1957, 632 classrooms were built. A sum of 190 million escudos is to be given for the building of new lycées.

*Rumania.* A total of 922 new primary classrooms were opened on 1st September, 1957.

*Saudi Arabia.* A technical department has been set up to work out plans and deal with the upkeep and inspection of school buildings.

*Spain.* Under the five-year plan for school building, 3,030 classrooms and teachers' houses were built in 1957.

*Sudan.* In 1957-1958, 90 primary schools and 2 secondary schools were built. The Ministry of Education is to have a school building department.

*Switzerland.* In spite of new buildings, the need for accommodation is still increasing.

*Tunisia.* The budget for building has been reduced by 39.4%. Building operations are being decentralized; town councils and local organizations have joined in achieving this project. In 1957-1958, 131 primary classrooms were built.

*Ukraine.* In 1957, 396 school buildings providing 89,600 places were built.



*Union of Burma.* The government has decided to build annually the maximum number of schools which can be completed in one year and to double the Director of Education's contribution for temporary buildings and repairs.

*USSR.* In 1957, investments in school building increased by 33%. A total of 3,285 schools with 676,600 places were built in 1957.

*United Arab Republic. Egypt:* The Ministry had taken possession of 747 primary schools by October, 1957; 109 more are to be handed over in the course of the present school year. A supplementary credit was opened for school building. *Syria:* During the year, 68 primary and rural schools and 2 secondary schools were built.

*United Kingdom. England and Wales:* In 1957, 162,500 new secondary school places (+41,900) and 118,000 primary school places (+13,000) were made available. *Scotland:* The value of work done in 1957 was £10,600,000 (+19%) and the number of new school places provided was 52,700. *Northern Ireland:* Buildings completed in 1957-1958: 49.

*United States.* The plan for 1957-1958 provided for the construction of 70,500 primary and secondary classrooms. The question of pupil transport is becoming more and more extensive: in 1955-1956, more than ten million pupils were transported in 159,764 vehicles.

*Vietnam.* In 1957-1958, 2,447 primary classrooms and several lycées and secondary schools were built.

*Yugoslavia.* The system of financing school building for vocational education has been reorganized.

## FREE COMPULSORY EDUCATION

(1) The introduction of the principle of compulsory schooling is being prepared in four new areas in Indonesia.

(2) The extension of compulsory schooling is on the programme of a larger number of countries than last year: five instead of two. It should be noted, however, that it is rather a case of authorizing local or regional authorities to increase the number of years' schooling in favourable circumstances, than of general measures to extend the period of compulsory education.

(3) Efforts to provide for everyone eight or ten-year schools with a lengthened course are still being mentioned in various reports.

(4) The trend towards the free provision of education or of school equipment continues, but it is less marked than last year. Four reports instead of eight mention steps of this kind.

*Brazil.* The plan to extend compulsory education to 6 years in urban primary schools and 4 years in rural primary schools provides that the fifth year shall come into force in 1958 and the sixth in 1959.

*Byelorussia.* Seven-year compulsory education has been generally implemented and ten-year education will soon be generally compulsory.

*France.* Compulsory education begins in the year in which the child reaches his sixth birthday between 1st January and 31st December.

*German Federal Republic.* The tendency to extend full-time school attendance to nine years continues. Efforts are being made to introduce an optional tenth primary year. New intermediate classes and preparatory divisions for secondary education have also been introduced on a compulsory basis.

*Indonesia.* Four new areas are preparing for the introduction of compulsory education from August, 1958, onwards.

*Israel.* Secondary school scholarships are to be gradually replaced by a system of tuition fees graded according to the parents' economic position.

*Korea.* While awaiting the adoption of an education tax system, the government has abolished parental contributions.

*Lebanon.* The problem of free compulsory primary education is being studied.

*Netherlands.* It is proposed to abolish exceptions hitherto made to eight-year compulsory schooling and to forbid the granting of a « agricultural leave ».

*Norway.* A bill has been laid before parliament which will entitle municipalities to introduce nine-year compulsory education. Rural schools are to receive the same subsidies as urban schools.

*Sweden.* A large number of municipalities have voluntarily adopted a nine-year system of compulsory education.

*Switzerland.* An increasing number of cantons have authorized municipalities to extend compulsory education. School supplies are provided free for lower secondary school pupils in Geneva.

*Yugoslavia.* Central eight-year schools are being set up in order to extend eight-year schooling to the largest possible number of children.

## PRIMARY EDUCATION

### PRE-PRIMARY EDUCATION

(1) The average increase in the number of pupils enrolled in the eleven countries which have supplied comparable data is 6.77%. In the 1957 Yearbook the percentage was 7.48%. Two reports (four last year) mention a decrease in the number of pupils.

(2) The question of the programme for nursery schools has received attention in Indonesia, Poland, Sudan and Switzerland (canton of Geneva).

*Austria.* Numbers in public kindergartens in 1957-1958: 44,791 pupils (+3%).

*Belgium.* Numbers in 1957-1958: 360,890 pupils (+2.87%).

*Byelorussia.* Numbers in 1957-1958: 42,844 children (+5,127), i.e. an increase of 13.6%.

*Chile.* Numbers in 1957: 29,481 pupils (+16.94%).

*China.* Numbers in 1957-1958: 1,480,557 pupils (+10.3%).

*France.* Numbers in 1957: 1,101,000 pupils (+4%).

*German Federal Republic.* There is a tendency to set up « school-kindergartens » attached to ordinary schools, for children of 6 years old who are not capable of entering the first year of primary education.

*Indonesia.* A new programme has been drawn up.

*Iraq.* Numbers in 1957-1958: 7,194 pupils.

*Israel.* Numbers in 1957-1958: 78,800 pupils (+2.6%).

*Japan.* Numbers in 1957: 663,253 pupils (+1.8%).

*Korea.* Numbers in 1957: 11,947 pupils (+41%).

*Netherlands.* Numbers in 1957: 349,075 pupils.



*Poland.* A new programme of activities for nursery schools is in preparation, in which emphasis is mainly on play.

*Rumania.* Numbers in 1957-1958: 281,141 pupils (+1.63%).

*Sudan.* Efforts are being made to co-ordinate the syllabuses of all the schools in the country.

*Switzerland.* A new curriculum has come into force in the infant schools of the canton of Geneva.

*Thailand.* Numbers in kindergartens in 1957: 17,395 pupils (+7.38%).

*USSR.* Numbers in 1958: 2,088,200 pupils (+10.4%)

*United Arab Republic.* Egypt: Numbers in 1957-1958: 7,225 pupils (-2.74%).

*United Kingdom.* England and Wales: the number of pupils in infant schools continues to decrease.

### QUANTITATIVE DEVELOPMENT OF PRIMARY EDUCATION

(1) Thirty-four reports, i.e. a little over half, have provided comparable data on the numbers in primary classes. Increases have been reported in all but three countries (one last year).

(2) The average increase for thirty countries is 6.2%. This percentage has been decreasing slightly for the last two years (7.5% in the 1956 Yearbook and 6.62% in the 1957 Yearbook).

*Austria.* Numbers in public schools in 1957-1958: 504,817 pupils (-2%).

*Belgium.* Numbers in primary schools in 1957: 875,593 pupils (+1.88%).

*Brazil.* Numbers in primary schools in 1957: 5,406,251 pupils (+9.4%).

*Cambodia.* Numbers in 1957-1958: 466,735 pupils (+74,275), i.e. an increase of 16%.

*Czechoslovakia.* The number of pupils from the 1st to the 8th class has increased by 2.7%.

*Finland.* Numbers in 1957: 622,784 pupils (+2.9%).

*France.* Numbers in elementary primary schools in 1957-1958: 4,562,563 pupils (+3.5%).

*Ghana.* Numbers in 1957 in primary and middle schools: 595,538 pupils (+5.9%).

*Haiti.* While the numbers in urban primary schools have increased, those in rural schools have decreased. The total number of pupils in these two categories of primary school in 1958 was 147,961 (-2.63%).

*Hungary.* Numbers in 1957: 1,259,114 pupils (+0.33%).

*India.* Numbers in infant and primary schools in 1956-1957: 23,414,175 pupils.

*Iran.* Numbers in 1957: 998,644 pupils (+13%).

*Iraq.* Numbers in public and private schools in 1957-1958: 437,502 pupils (+15.6%).

*Ireland.* Numbers in 1956-1957: 503,381 pupils (+0.5%).

*Israel.* Numbers in 1957-1958: 341,800 pupils (+10.1%).

*Japan.* Numbers in 1957: 12,956,285 pupils (+2.7%).

*Korea.* Numbers in 1957: 3,794,325 pupils (+5%).

*Laos.* Numbers in 1958: 74,856 pupils.

*Lebanon.* Numbers in public schools in 1957-1958: 100,200 pupils (+2.76%).

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*Netherlands.* Numbers in 1957 in elementary and supplementary primary schools : 1,519,952 pupils.

*Norway.* Numbers in 1957-1958 : 439,700 pupils (+1.1%).

*Pakistan.* Numbers in 1957 : 4,040,298 pupils (—1.72%); the decrease is explained by the fact that the non-recognized schools and the mosque schools of East Pakistan have been excluded from this category.

*Philippines.* Numbers in public primary education in 1957-1958 : 2,824,280 pupils (+1.17%).

*Poland.* Numbers in 1957-1958 : 3,923,876 pupils (+7.4%).

*Portugal.* Numbers in 1957-1958 : 852,506 pupils (+1.3%).

*Rumania.* Numbers in 1957-1958 : 1,375,012 pupils (+6%).

*Spain.* Numbers in 1957 : 2,687,440 pupils (+1.5%).

*Sudan.* Numbers in 1957-1958 : 241,560 pupils.

*Sweden.* Numbers in 1957-1958 : 838,800 pupils (+0.6%).

*Switzerland.* Numbers in lower primary schools in 1956-1957 : 548,875 ; in higher primary schools : 77,316 pupils.

*Thailand.* Numbers in primary schools in 1957 : 3,146,086 pupils (+2.9%).

*Tunisia.* Numbers in 1957-1958 : 266,288 pupils (+17.44%).

*Turkey.* Numbers in 1957-1958 : 2,279,201 pupils (+6.95%).

*Ukraine.* Numbers in 1957-1958 : 2,266,400 pupils (+0.12%).

*Union of Burma.* Numbers in 1958 : 1,374,056 pupils.

*United Arab Republic.* Egypt : Numbers in 1957-1958 : 2,086,704 pupils (+5.6%). Syria : Numbers in 1957-1958 : 375,746 pupils (+6.69%).

*United States.* Numbers in kindergartens and primary schools in 1957-1958 : 30,670,000 pupils, i.e. an increase of 3.22%.

*Vietnam.* Numbers in 1957-1958 : 738,299 pupils (+29%).

*Yugoslavia.* Numbers of pupils in compulsory education in 1955-1956 : 2,174,672 (+6.8%).

#### PRIMARY ORGANIZATION, CURRICULA AND SYLLABUSES

(1) Eight countries (two in the 1955 Yearbook, three in 1956 and two in 1957) have introduced reforms in the organization of primary education or are preparing to do so : Brazil, Colombia, Czechoslovakia, Denmark, Italy, Syria, Switzerland (canton of Zurich) and Tunisia.

(2) As regards the organization of school work, there have been experiments with the five-day school week in the German Federal Republic, a reduction in the number of hours' instruction and the length of lessons in Bulgaria and efforts to combat overwork in Poland.

(3) One country in every two had prepared or introduced curriculum or syllabus reform in the primary school during the last two years. This year the proportion is slightly higher.

(4) As regards curricula, 27 countries out of 64 (one in five in the 1957 Yearbook) have decided to revise them or are already doing so. Generally speaking, the changes are concerned with certain subjects only and consist either of the addition of new activities or of expanding the subjects already in the curriculum. Only one country mentions the removal



of a subject from the curriculum. Another country reports a lightening of syllabuses.

(5) New subjects introduced in primary school curricula or subjects which have been given increased importance are as follows: physical education (Argentina, German Federal Republic, Saudi Arabia, United States); art education (German Federal Republic, Saudi Arabia, Ukraine, Union of Burma); foreign languages (Haiti, Hungary, Sweden, United States); natural science (France, Saudi Arabia, Union of Burma); hand-work (Czechoslovakia, Saudi Arabia, Union of Burma); civic and political education (German Federal Republic, Israel, USSR); polytechnical education (Byelorussia, Czechoslovakia); homecraft (Haiti, Iran); safety instruction (Norway, United States); moral education (Japan); international understanding (United States).

(6) The syllabuses of one or more of the subjects taught in the primary school have been revised, or are in the process of revision, in 18 countries out of 64 (rather less than a quarter last year): Argentina, Canada, Colombia, Finland, France, Ghana, Hungary, Indonesia, Israel, Japan, Poland, Syria, Switzerland (canton of Valais), Thailand, Tunisia, Uruguay, Union of Burma and Yugoslavia.

(7) The problem of the language to be used as the medium of instruction has been brought up in the reports of two countries (Ghana and Tunisia).

(8) Measures concerning partial examinations or school certificate examinations have been introduced in Guatemala and in Spain.

*Argentina.* A new commission was set up to study the new curriculum and syllabuses which are to come into force in 1958. Physical education, which was abolished in 1954, has again been made compulsory.

*Belgium.* The revision of the curriculum which came into force in September, 1958, does not entail any change in the number of subjects, but mainly concerns teaching method.

*Brazil.* The education bill laid before parliament introduces several changes in the organization of primary education.

*Bulgaria.* The number and length of lessons have been reduced.

*Byelorussia.* Efforts have been made to improve and extend polytechnical education. The elimination of less important topics has permitted the lightening of syllabuses.

*Canada.* Experimental programmes in language and arithmetic are being carried out in Alberta and Saskatchewan. In Newfoundland, committees are working on new curricula. The Catholic section of the Quebec Department of Education is preparing a special course for young immigrants.

*Colombia.* Primary school curricula have been revised. From now on the length of studies and the range of subjects will be the same in rural as in urban schools, though the former will retain the particular characteristics of country life.

*Czechoslovakia.* Particular attention is being paid to complete one-teacher schools. Polytechnical education has been stressed still further. Handwork will be taught in the first four classes and practical work in workshops and experimental fields in the sixth and seventh years.

*Denmark.* The new education act provides for a seven or eight-year primary school which may add a ninth year and possibly a *real* division, with examinations.

*Finland.* The new primary school act has been promulgated. The working programme formulated by a committee of experts is not compulsory; each school draws up its own curriculum which is then approved by the inspector.

*France.* There has been a re-arrangement of the science time-table in primary education; the time allotted to science in the *cours complémentaires* has been increased. A new regulation introduces experimental primary schools with a special status.

*Ghana.* New syllabuses were prepared for the lower primary classes. English is to be used as the medium of instruction from the second class onwards.

*Guatemala.* The first school for the trial of modern educational methods has been opened, as well as 8 experimental schools. New regulations on partial examinations have come into force.

*Haiti.* The study of English or Spanish has been introduced in the last primary class. Domestic science teaching has been increased. Courses in French, history and geography in upper primary schools have been better distributed.

*Hungary.* The curriculum of classes V to VIII has been completed. Other modern languages besides Russian will be taught optionally and free of charge in the four top classes.

*Indonesia.* The curriculum has been revised. The pilot experiments in science teaching have been extended. The global method of learning to read is being tried out. A history syllabus has been compiled for the elementary school for compulsory education in Atjeh.

*Iran.* Domestic science teaching has been introduced in girls' schools from the fifth class onwards.

*Israel.* Revised syllabuses for the teaching of the Bible and for the first four classes in Arab state schools have been introduced. In Hebrew schools, the programme for "Jewish consciousness" has been put into effect.

*Italy.* The primary school is divided into two stages (6 to 8 years old and 9 to 11) instead of three.

*Japan.* Syllabuses have been revised. Moral education has been introduced into the curriculum.

*Laos.* The teaching of French has been discontinued in the first three primary years.

*Lebanon.* A pilot primary school has been opened in Beirut.

*Norway.* Work is continuing on the new curriculum called for by the lengthening of the schooling period. Traffic instruction has been added to the curriculum.

*Philippines.* New curricula and time-tables have come into force.

*Poland.* Provisional changes in the curriculum give greater flexibility of application and tend to reduce overwork. One hour a week may be devoted to special educational work. Changes have been made in the syllabuses for Polish language and literature, history, mathematics, physics, chemistry, Russian and Western languages.

*Rumania.* New curricula and syllabuses have been completed. Improvements have been made in the teaching of Rumanian and of music.

*Saudi Arabia.* Proposed modifications for 1958-1959: increase of the number of lessons for physical education, introduction of nature study and elementary science, drawing and handwork, songs and hymns.

*Spain.* Regulations for the primary education certificate have been established.

*Sweden.* The teaching of English has been introduced in six nomad schools.



*Switzerland.* Zurich is studying ways of revising the organization of the highest primary classes, so that the upper primary school would resemble a lower secondary stage. New primary curricula have come into force in the cantons of Geneva and Lucerne. A new plan is being tried out in the canton of Fribourg and a new curriculum in the Valais.

*Thailand.* The curriculum worked out in 1957 was put into practice.

*Tunisia.* The extension of teaching in Arabic has continued. The reform now being studied reduces the length of primary education from 7 years to 6. During the first two years teaching will be given in Arabic, and in Arabic and French during the last four. New syllabuses are in preparation.

*Ukraine.* The teaching of drawing has been introduced in the first four classes.

*Union of Burma.* Primary school curricula have been readjusted in accordance with the new education plan. In some schools, art, science, handicrafts and gardening have been introduced.

*USSR.* More time has been given to the political and ideological training of pupils. Steps have been taken to improve the teaching of physical training.

*United Arab Republic.* Syria: The sixth class, which was part of the intermediate school, has been attached to the primary school again. Some primary schools have been turned into rural schools. New syllabuses have been introduced for the first three primary years.

*United States.* Greater emphasis is being laid on the conservation of natural resources, safety, physical training, international understanding and foreign languages.

*Uruguay.* New syllabuses have been adopted as an experiment in urban schools.

*Yugoslavia.* Instruction on the "commune" has been introduced in Croatia. A new curriculum and new syllabuses have been introduced experimentally in the first three classes in Slovenia.

## SECONDARY EDUCATION

### QUANTITATIVE DEVELOPMENT

(1) The number of reports providing comparable figures for the evolution of secondary school enrolments is thirty. In all these countries except three an increase is reported. In one country, there has been an increase in the number of pupils at the lower stage and a decrease at the upper stage, while in another country, the opposite situation occurs.

(2) Leaving out one country where the increase, of over 25%, is exceptional, the average percentage increase is 10.05%. The curve is therefore rising slowly, since the percentage recorded in the 1957 Yearbook was 8.75% and in the 1956 Yearbook, 8%.

(3) Rates of decrease given in four reports are: 1.73%, 3%, 9.3% and 0.33%.

*Austria.* Numbers in public schools in 1957-1958: 71,992 pupils (+3%).

*Belgium.* Numbers in secondary education in 1957-1958: 178,682 pupils (+7.77%).

*Brazil.* Numbers in secondary education in 1957: 668,845 pupils (+8%).

*Cambodia.* Numbers in 1957-1958: 12,142 (+3,714), i.e. an increase of 44%.

*Chile.* Numbers in 1957: 155,950 pupils (+24.3%).

*China.* Numbers in 1957-1958: 194,583 pupils (+13.62%).

*Czechoslovakia.* The number of eleven-year schools has increased by 15.5%.

*Finland.* Numbers in 1957: 162,941 pupils (+10%).

*Ghana.* Numbers in 1958: 10,423 pupils (5.7%).

*Hungary.* Numbers in 1957: 126,513 pupils (+0.8%).

*India.* Numbers in 1956-1957: 9,648,113 pupils.

*Iran.* Numbers in 1957: 190,112 pupils (+17%).

*Iraq.* Numbers in public and private schools in 1957-1958: 70,092 pupils (+16.17%).

*Ireland.* Numbers in 1957-1958: 66,221 pupils (+5.7%).

*Israel.* Numbers in 1957-1958: 17,750 pupils (+12.7%).

*Italy.* Numbers in 1957-1958: 639,983 pupils (+7.3%).

*Japan.* Numbers in lower secondary schools in 1957: 5,718,185 pupils (—4.1%). Numbers in upper secondary schools: 2,881,750 pupils (+6.7%).

*Korea.* Numbers in 1957: 602,149 pupils (—1.73%).

*Laos.* Numbers in 1958: 1,987 pupils.

*Luxembourg.* Numbers in 1958: 4,225 pupils (+3%).

*Netherlands.* Numbers in pre-university and secondary education in 1957: 129,882 pupils.

*Norway.* Numbers in 1957-1958: 60,100 pupils (+13.2%).

*Philippines.* Numbers in public intermediate education in 1957-1958: 774,714 pupils (+6.5%). Numbers in public secondary education: 223,204 pupils (—0.33%).

*Poland.* Numbers in general education lycées in 1957-1958: 195,091 pupils (—3%).

*Portugal.* Numbers in private and official secondary education in 1957-1958: 76,061 pupils.

*Rumania.* Numbers in secondary education in 1957-1958: 85,619 pupils (+1.5%).

*Spain.* Numbers in 1957: 364,391 pupils (+11%).

*Sudan.* Numbers in 1957-1958: 32,744 pupils.

*Sweden.* Numbers in 1957-1958: 99,000 pupils (+4.8%).

*Switzerland.* Numbers in secondary schools in 1956-1957: 48,641 pupils.

*Thailand.* Numbers in secondary schools in 1957: 365,609 pupils (+12.28%).

*Tunisia.* Numbers in secondary level establishments in 1957-1958: 11,316 pupils.

*Turkey.* Numbers in 1957: 228,683 pupils (+19.58%).

*Ukraine.* Numbers in 1957-1958: 3,223,000 pupils (+1.1%).

*Union of Burma.* Numbers in 1958: 228,023 pupils.

*United Arab Republic.* Egypt: Numbers in general preparatory and secondary education in 1957-1958: 387,619 pupils (—9.3%). Syria: Numbers in preparatory and secondary education in 1957-1958: 67,984 (+10%).

*United States.* Numbers in 1957-1958: 8,424,000 pupils (+7.72%).

*Uruguay.* Numbers in 1957-1958: 53,135 pupils.

*Vietnam.* Numbers in 1957-1958: 41,340 pupils (+25%).



## STRUCTURAL CHANGES

(1) Innovations in the organization of secondary education (stages and divisions) are more numerous than last year. They occurred in one country in every nine last year, but this year they may be seen in one country in five, namely, Brazil, Ceylon, Denmark, France, Iran, Israel, Italy, Netherlands, Philippines, Saudi Arabia, Switzerland and Tunisia.

(2) Increased attention has also been given to the length of the secondary school course. Last year only one country had taken steps in this matter. This year there are seven countries concerned with the subject. In four cases (Australia, Bulgaria, Canada, USSR), the course has been lengthened, whereas in Tunisia and Egypt (preparatory course) the course has been shortened and in Luxembourg it is planned to shorten it.

(3) The question of new types of secondary school is raised in the reports of the German Federal Republic and Switzerland.

(4) Only two countries (four last year) have mentioned that one type of secondary education has been changed into another: Belgium, where the sixth, or entry, class has been made into a guidance class as an experiment, and India, where secondary schools are being converted into multipurpose and higher secondary schools.

*Australia.* In New South Wales it has been recommended that secondary education should cover five instead of four years. The leaving certificate would be taken after four years and pupils wishing to enter the university would stay on at school for a further two years.

*Belgium.* As an experiment, the sixth class (entry class) has been made into a guidance class.

*Brazil.* A secondary education reform plan has been laid before parliament; it concerns, among other things, the structure of this level of education.

*Bulgaria.* The length of the course in secondary schools has been extended from 11 to 12 years.

*Canada.* In Newfoundland, the addition of a twelfth year is being examined. The seventh and eight classes are to be considered as one class for all subjects except spelling, some language work and arithmetic.

*Ceylon.* Swabasha schools, which teach in the national language, will from now on include a science division parallel to the arts division already existing.

*Colombia.* Pilot secondary schools have been set up, the results of which will be used in the reform of secondary education.

*Denmark.* New regulations provide that the grammar school shall consist of a three-year *real* section and a three-year grammar school section, the transition to the first grammar school class taking place after the second *real* class.

*France.* New mathematics and experimental science sections and "reconversion" classes have been opened.

*German Federal Republic.* A new type of senior secondary school which teaches primarily subjects connected with economics is being tried out in several *Länder*. The Conference of Ministers of Education has drawn up principles for the running of evening secondary schools; these allow students to pass from non-academic work to the university (minimum course of three years, instruction comparable to that given in ordinary secondary schools, etc.).

*India.* The conversion of secondary schools into multipurpose and higher secondary schools has been continued.

*Iran.* The Ministry has approved the setting up of a special domestic science section in the secondary school leading to the teachers' college.

*Israel.* Progress has been made with the preparation of a new type of two-year secondary school.

*Italy.* In preparation for the reorganization of secondary education for which a project is now before parliament, experiments are being carried out along the lines of a single intermediate school with differentiation by means of a system of elective subjects; second experimental classes have been introduced this year.

*Luxembourg.* A reform is being studied with a view to reducing the length of the course from 7 to 6 years, with a greater variety of elective subjects and more advanced specialization in the last class.

*Netherlands.* A draft bill for organizing the whole of post-primary education has been submitted to the cabinet. Entrance examinations would be replaced by a year for orientation and observation and a few weeks' trial class.

*Philippines.* A new curriculum provides a common general course for the first two years and a course differentiated into two sections, one leading to college and the other to specialized vocational education, in the third and fourth years.

*Saudi Arabia.* It has been decided to divide secondary education into two stages of three years each.

*Switzerland.* In Geneva, a proposal has been put forward to open a new science division at the high school for girls. A project is being worked out for a high school with an economic and social bias. The intermediate schools act has been accepted in the canton of Bern.

*Tunisia.* Secondary education will cover 6 years instead of 7; it will have a common core curriculum of one year, followed by specialized studies (classical, economic or technical). Middle schools with three sections, general, commercial and industrial, have been set up.

*USSR.* A structural reform of secondary education is to be introduced, as higher education establishments should not admit all those leaving secondary schools. In the RSFSR and in some other republics, an eleven-year curriculum (instead of ten) is being tried out.

*United Arab Republic.* Egypt: Preparatory education will cover three years instead of four; the first year of the new system has already been brought into force.

## CURRICULA AND SYLLABUSES

(1) The proportion of countries which have contemplated or implemented curricula or syllabus revision remains the same for the first two education levels, i.e. one country out of two. However, while countries undertaking curricula and syllabus reform in secondary schools formerly slightly exceeded this proportion, this year the contrary phenomenon may be observed: primary education has now a very slight lead.

(2) The new subjects introduced into secondary school curricula are enumerated below. It is undoubtedly the technical side (principles of industry and agriculture, industrial arts, polytechnical education) which predominates (Belgium, Byelorussia, Czechoslovakia, Iran, Union of Burma, USSR). Next come foreign languages (Hungary and Egypt) and philosophy, logic and psychology (Hungary and Poland), then practical work (France and Hungary), visual arts (Hungary), music (USSR), moral education (Japan), contemporary history (USSR), civic and military education (Syria), home economics (Iran) and traffic instruction (Norway).

(3) Among subjects which have been given a greater place in the curriculum, we find firstly mathematics (France, Monaco, Sweden, United States), followed by polytechnical education (Bulgaria, Byelorussia, Czechoslovakia), science (Egypt, United States), physical culture (Byelorussia, United States) and music (Bulgaria, Byelorussia). History (Ukraine), moral education (Egypt), foreign languages (United States) and civic education (Egypt) should also be mentioned.

(4) Only one country, France, has reduced the place given to a subject, namely, Latin.

(5) Twelve countries (the same number as last year) have revised the syllabus of certain subjects taught in secondary schools: Dominican Republic (religious and moral education), France (history, physics, mathematics), Greece (logic, French, history, Latin and psychology), Israel (Hebrew literature and French), Japan, Luxembourg (mathematics), Morocco, Poland (Polish, history, foreign languages, biology), Saudi Arabia (Arabic and social studies), Spain, Syria and Vietnam.

(6) Syllabus revision is in progress in three countries (six last year): Brazil, Newfoundland (Canada) and Tunisia.

(7) As regards the number of hours' instruction, it may be noted that the weekly time-table has been reduced from 36 to 30 hours in Belgium, while the school year has been lengthened by a week in Ontario (Canada).

(8) The problems of examinations, promotion and equivalent rating of diplomas have been the subject of studies, experiments or reforms in China, the Dominican Republic, France, the German Federal Republic, Israel, Saudi Arabia, Spain, Egypt and Syria, and the United Kingdom (England and Wales and Scotland).

*Belgium.* The number of hours' lessons per week has been reduced from 36 to 30. Six hours' technical education are included for all pupils in the common core of general education.

*Brazil.* The secondary education reform bill which has been laid before parliament introduces modifications in the curriculum and syllabuses. Experimental classes have been authorized.

*Bulgaria.* In 1957-1958, 14 experimental polytechnical secondary schools were set up. New curricula and syllabuses for the general education schools will come into force in 1960-1961. New subjects have been introduced. The number of hours for singing and drawing has been increased.

*Byelorussia.* Greater importance is being given to music and physical training. Efforts are being made to improve and extend polytechnical education; subjects such as the principles of industry and agriculture, as well as practical work in industry, have been introduced.

*Canada.* In Ontario the school year has been lengthened by one week. Committees are working on syllabus revision in Newfoundland.

*China.* The abolition of entrance examinations in secondary schools, which has been tried out at Hsinchu Hsien, has given favourable results and the experiment has been extended to other places. The lower secondary school curriculum has been modified.

*Czechoslovakia.* Greater emphasis is being placed on polytechnical education. Practical work in machine building and agriculture has been included in the course for the ninth and tenth years.



*Dominican Republic.* New religious and moral education syllabuses have been introduced. Regulations for secondary school examinations have been modified.

*France.* The number of hours for Latin in the curriculum has been decreased and the time for mathematics increased. An hour and a half per week will be devoted to practical work in physics for mathematics divisions. The new history, physics and mathematics syllabuses have been changed. The method of admission to the lowest secondary class has again been modified.

*German Federal Republic.* Experiments are being made to solve the problem of the transition from the elementary and primary school to the secondary school. The Conference of Ministers of Education has laid down principles for promotion regulations in junior and senior secondary schools.

*Greece.* The Board of Education has prepared new syllabuses for the teaching of logic, French, history, Latin and psychology for secondary schools.

*Hungary.* The study of two foreign languages has been made compulsory. History of art has been introduced and, as an experiment, psychology and logic in a third of the secondary schools. Practical work is being introduced as an experiment.

*India.* Efforts are being made to improve secondary education.

*Indonesia.* Changes have been made in the curricula of both lower and upper secondary education.

*Iran.* Industrial arts have been introduced into the secondary school curriculum. Certain aspects of home and family education are to be taught in boys' secondary schools.

*Israel.* Pupils in evening secondary schools are to receive the same diploma as those in day schools. Hebrew literature and French syllabuses have been revised.

*Japan.* Syllabuses have been revised. Moral education has been introduced as a subject in lower secondary schools.

*Liberia.* The revision of curricula has been entrusted to a special commission.

*Luxembourg.* The new mathematics syllabus came into force in the industrial division of secondary modern education.

*Monaco.* The time for mathematics is now 3 hours a week in each class in the lower stage.

*Morocco.* The Mohammedan secondary school curriculum has been modified.

*Netherlands.* A report on overwork calls attention to the most overloaded subjects. A bill has been introduced to grant greater freedom in the organization of education.

*Norway.* Traffic instruction has been added to the curriculum.

*Philippines.* New curricula have been introduced. In some schools the grouping of subjects round a core of social studies is being tried out.

*Poland.* Changes have been made in the syllabuses for Polish, history, foreign languages and biology. Instruction in the elements of philosophy has been introduced experimentally.

*Rumania.* New curricula and syllabuses have been worked out. More time has been given to classical languages, especially Latin. Political economics has been introduced.

*Saudi Arabia.* The syllabuses for Arabic and for social studies have been modified. Supplementary examinations have been abolished, except in the first two years of intermediate schools.

*Spain.* The new secondary curricula and syllabuses have come into force. Regulations have been drawn up on the equivalence of secondary studies to technical and commercial courses.

*Sudan.* The change-over from English to Arabic as the medium of instruction in secondary schools has been studied.

*Sweden.* New curricula are being gradually introduced, beginning with the lower classes. Measures are being studied with a view to increasing the time devoted to mathematics. Educational experiments are being concentrated in a number of special experimental high schools.

*Switzerland.* A new curriculum has come into force in the canton of Lucerne.

*Thailand.* Curricula are being revised.

*Tunisia.* New syllabuses are in preparation.

*Ukraine.* The new curriculum increases the importance of historical subjects and introduces singing and music in the last four classes. Syllabuses stress practical courses and laboratory work.

*Union of Burma.* English will continue to be a compulsory language from the fifth to the tenth school year. Technical and vocational subjects have been introduced into the curricula of the lower and upper stages of some secondary schools.

*USSR.* The new curriculum has been introduced in 25 % of the secondary schools in the RSFSR, which enables pupils to take the course on "elements of industrial and agricultural production" and do practical production courses. Contemporary history has been introduced in class X and singing, as an optional subject, in the last four classes. Steps have been taken to improve physical culture.

*United Arab Republic: Egypt:* Italian, in addition to German, is now being taught in some schools. Natural science, moral education and civic instruction are being stressed. Second session examinations have been abolished at both the preparatory and secondary stages. *Syria:* New syllabuses have been introduced in the first and second classes of secondary schools. A new subject based on civic and military qualities has been introduced. New regulations have been applied.

*United Kingdom.* England and Wales: The question of examinations in secondary schools continues to be discussed. Scotland: A committee has revised the syllabuses and regulations for the school leaving certificate examination.

*United States.* Great importance has been given to the teaching of mathematics, science, foreign languages and physical culture.

*Vietnam.* Changes have been made in the syllabuses of various subjects.

## VOCATIONAL EDUCATION

(1) Information provided by 18 countries allows us once again to make certain general observations on the numerical expansion of vocational education. With the exception of three countries where the increase is exceptional, since it exceeds 25 %, the percentage increase is 11 (9.57 % last year). The reports from four countries mention a decrease in numbers (5 %, 1 %, 22 % and 0.36 %).

(2) New legislative measures concerning the administration, structure or organization of one or more branches of vocational education have been drawn up or implemented in eight countries.

(3) The trend towards greater specialization in the instruction given is still evident: one country in five in the 1957 Yearbook, one country in seven this year. Only one country reports that the number of specializations in the training of apprentices is to be reduced.

(4) The proportion of countries which have undertaken, or are about to undertake, curriculum or syllabus reform in vocational schools has suddenly increased this year: approximately one country in three (one in seven in the 1957 Yearbook and one in ten in 1956).

(5) The trend towards longer courses of study in some branch of vocational education can be seen in five countries instead of the one country concerned last year. In one of these countries, however, the school year has been shortened.

*Afghanistan.* The mechanical middle school has been raised to the level of a technical high school.

*Argentina.* Commissions have been set up to study curriculum and syllabus reform in the national commercial schools under the Ministry and the University of Buenos Aires, in industrial schools and in vocational schools for girls. A reform of art syllabuses has been undertaken.

*Austria.* New vocational schools have been opened in provinces (leather-work, vulcanization, ceramics, pottery and the manufacture of small arms).

*Belgium.* The reform of secondary technical education is now being implemented. Among new technical branches may be mentioned automation and industrial electronics. Nursing studies have been reorganized.

*Brazil.* Experiments have been carried out with a view to turning school work in commercial schools into model office work.

*Bulgaria.* The course in technicums and industrial and practical schools has been lengthened.

*Cambodia.* Numbers in 1957-1958: 550 pupils (+126), i.e. an increase of 29%.

*Canada.* Committees are working on syllabus revision in Newfoundland.

*Chile.* Numbers in 1957: 69,481 pupils (+15.25%). The experimental art school course has been lengthened by one year.

*China.* Numbers in 1957-1958: 69,823 pupils (+11.15%).

*Czechoslovakia.* Curricula and syllabuses are being revised. A vocational school charter is in preparation. The reorganization of apprentice training is under way; the number of subjects studied will be decreased.

*German Federal Republic.* Financial assistance from the federal government has permitted the introduction of energetic measures to improve and expand the training of future technicians. Agreements are being concluded between the *Länder* in order to unify the training of engineers.

*Hungary.* New syllabuses for industrial and agricultural technical schools are in preparation. As an experiment, instruction will be extended to five years, beginning in 1959-1960.

*India.* The second five-year plan provides for the establishment of a large number of centres for training technicians.

*Iran.* Numbers in 1957: 4,970 pupils (+42%). An institute of technology and commercial schools have been set up.

*Iraq.* Numbers in 1957-1958: 4,586 pupils (+37.8%).

*Ireland.* Numbers in 1956-1957: 25,121 pupils (+5.27%).

*Israel.* Numbers in 1957-1958: 13,900 pupils (+12%).

*Italy.* A bill has been introduced to reorganize the structure of technical institutes.

*Korea.* Numbers in 1957: 128,732 pupils (-5%).

*Laos.* Numbers in 1958: 170 pupils. As the trial secondary technical class has not met with the success hoped for, skilled workers will now be trained in a two-year post-primary course.



*Luxembourg.* Numbers in 1958: 3,207 pupils (+9.26%). A new system of crafts apprenticeship will be introduced from the school year 1958-1959.

*Morocco.* New diplomas, new divisions and new establishments have been introduced.

*Netherlands.* New courses: nuclear energy for secondary technicians; a special town planning course at the Academy of Architecture; a school for photography and cinematography technicians; a school for commercial goods traffic. Two-year primary technical schools have been made into three-year schools.

*Norway.* Numbers in 1957-1958: 22,000 pupils. A new act increasing the Ministry of Education's control over commercial secondary schools and vocational schools for commerce and clerical work has been passed. A school has been opened to train technicians for the wood industry.

*Philippines.* Numbers in 1957-1958: 4,577 pupils (+3.05%).

*Poland.* Numbers in 1957-1958 in primary and secondary vocational schools: 402,724 pupils (—1%). The course in vocational and technical schools has been lengthened by one year. Curricula and syllabuses have been revised and the number of hours devoted to Polish, history, physics, mathematics, chemistry, etc. has been increased.

*Portugal.* Numbers in public schools in 1957-1958: 54,672 pupils; (+13.9%). A law-decree lays down the principles for elementary agricultural education on the same basis as for industrial and commercial education.

*Rumania.* Arts and crafts schools and three and four-year agricultural schools have been opened, as well as new specialized technical courses established. The course in some vocational and technical schools has been lengthened. In vocational, crafts and agricultural schools the school year has been shortened. The number of hours devoted to mathematics, physical culture, physics and chemistry has been increased.

*Saudi Arabia.* A vocational education curriculum is in preparation.

*Spain.* A law has been promulgated on the structure of secondary and higher level technical education. An advisory and supervisory commission for commercial training has been set up. The curricula and syllabuses of the higher labor course and those for industrial apprenticeship courses have come into force.

*Sudan.* Numbers in 1957-1958: 2,530 pupils. A revised plan for technical education has been approved.

*Sweden.* Numbers in 1957-1958: 134,000 pupils (+6.2%).

*Switzerland.* The problem of recruiting technicians is still a matter of concern to the authorities and to industrial circles.

*Tunisia.* Numbers in 1957-1958: 10,334 pupils (0.2%). Two teacher training schools for technical masters and mistresses have been opened.

*Ukraine.* Numbers in apprenticeship and vocational schools in 1957-1958: 164,600 pupils (—0.36%).

*United Arab Republic.* Egypt: Numbers in 1957-1958: 68,050 pupils (+50.9%). Central and regional councils for vocational education have been formed; they include among their members representatives of the national economy and of business. Syria: Numbers in 1957-1958: 2,656 pupils (—22.11%). Technical education has been divided into two stages: preparatory and secondary.

*Uruguay.* Numbers in 1957: 15,919 pupils. The revision of curricula and syllabuses is in progress.

*Vietnam.* Numbers in 1957-1958: 5,242 pupils (16%). A new section for training technical building agents has been opened at the higher school of architecture in Saigon.

*Yugoslavia.* New specialized establishments have been set up. Changes have been made in the curricula and syllabuses of almost all types of vocational school.

## HIGHER EDUCATION

(1) Twenty-one countries have provided comparable data on the increase or decrease of the number of students in higher education. Seventeen countries report an increase in enrolments and four a decrease. Leaving aside one country where the rate of increase exceeds 25%, the average increase is 8.71%. As in the case of vocational education, this rough average shows that there is a slow expansion, since the rate of increase given in the 1957 Yearbook was 7.79% and in the 1956 Yearbook, 7.5%. The decreases noted in the four reports were 6.31%, 16.8%, 4.4%, and 0.24%.

(2) In the summary which follows will be found information on the opening of further establishments of existing types as well as on new courses introduced. It may be observed that a large number of these new courses are in scientific or technological subjects. Next in frequency come courses in modern languages.

(3) Changes in the administration, organization and regulations of universities or higher schools are reported from Argentina, China, Rumania and Yugoslavia.

(4) The reports from Hungary, Vietnam and Yugoslavia mention changes in curricula or syllabuses.

(5) As in the case of vocational education, the tendency to lengthen certain courses of study may be seen in higher education also (France, Portugal, Rumania, United States).

(6) The question of examinations has been under consideration in Czechoslovakia (revision of regulations on the number of half-yearly examinations), the Netherlands (pharmacy), and Rumania (amalgamation of courses to reduce the number of examinations).

(7) Measures concerning methods of admission to higher education establishments have been taken in France (admission of candidates without the baccalaureate, on an entrance examination), the USSR (priority for students who have done at least 2 years' practical work after leaving the secondary school) and in Yugoslavia (standardization of entrance requirements throughout the country).

(8) Among other steps worthy of note are those taken in Belgium (equivalent rating of qualifications and practice in certain professions, for foreign graduates of Belgian universities), in Colombia (creation of an association of universities and a university fund) and in Yugoslavia (creation of a community of Yugoslav universities).

*Afghanistan.* Two new faculties have been set up at the University of Kabul (economics, and engineering and agriculture).

*Argentina.* A system of financial autonomy for national universities has come into force.

*Australia.* Courses in hospital administration and traffic engineering were established by the New South Wales University of Technology. The new school of traffic engineering has instituted a post-graduate course in traffic planning and control. The establishment of a new degree of technology has been announced by the University of Adelaide.

*Austria.* Numbers in public higher schools in 1957-1958: 27,296 students (+19%).

*Belgium.* Numbers in 1957-1958: 26,605 students (+5.7%). Measures have been introduced with regard to the equivalent rating of qualifications and practice in certain professions for foreign graduates of Belgian universities. New courses include elements of hydro and aero-dynamics, introduction to the teaching of Italian and Spanish, American literature and civilization and an institute of philology and history for the East, Eastern Europe and Africa.

*Brazil.* Numbers in 1957: 79,505 students (+1.07%).

*Cambodia.* Numbers in 1957-1958: 252 students (-6.31%).

*Canada.* Numbers in December, 1957: 86,500 students (10.8%). In Alberta the first junior college, affiliated to the university, but under the jurisdiction of the Department of Education, was opened.

*China.* Numbers in universities in 1957-1958: 14,409 students (17.45%). Many new courses have been introduced in higher education establishments. Regulations for colleges of science and of agriculture have been revised. Steps have been taken to revise courses in the colleges of law and of commerce.

*Colombia.* The Colombian Association of Universities has been founded. A university fund constituted by all official and private universities and the Ministry of Education, has been set up.

*Czechoslovakia.* The regulations on the number of half-yearly examinations and on exemption from certain courses have been revised. Special importance has been given to ideological and moral education. Efforts are being made to improve the training of engineers both technologically and economically.

*France.* Numbers in 1957-1958: 171,000 students (+8.9%). Entrance by examination without the baccalaureate has been introduced. Changes have been made in the length of courses in various faculties. University colleges of science have been created. Other innovations include a degree in sociology, a third stage in arts faculties, a training centre for experts in international technical cooperation, a higher school of African agriculture, an institute for the higher promotion of work and a centre of general mathematics.

*Greece.* A faculty of architecture has been opened at the university of Salonica.

*Hungary.* Numbers in 1957-1958: 24,013 students (-16.8%). New five-year curricula have been in force since 1957-1958 for first and second-year students. The training of economists has been started in the mining and metallurgical engineering faculty.

*India.* Numbers in colleges and universities in 1956-1957: 638,562 students.

*Iran.* Numbers in universities in 1957: 12,706 students (+9.47%).

*Iraq.* Numbers in 1957-1958: 5,679 students (+5.9%). The decision on the creation of the university of Baghdad has been implemented.

*Israel.* Numbers in 1957-1958: 8,300 students (+16.9%).

*Japan.* Numbers in universities in 1957: 568,969 students (+4%). New departments: sanitary engineering, fermentation production, atomic research, nuclear science, and nuclear engineering. An institute of solid physics has been established.

*Korea.* New departments of atomic energy and of military engineering have been created.

*Lebanon.* Agreement has been reached on the integration of the French faculty of law in the Lebanese University. Courses in foreign languages (French, English, Italian, Spanish, German and Persian) as well as Arabic for foreigners have been organized.

*Luxembourg.* The faculty of comparative law in the International Centre of University Studies was opened in the summer of 1958.

*Morocco.* The first modern Moroccan university has been opened at Rabat.



*Netherlands.* Number in 1957: 32,385 students. A large number of new courses have been introduced. The regulations for the pharmacy examination have been amended. The possibility of extending the teaching of physical science has been studied. A bill is in preparation on the institution of a bachelor's degree in state universities.

*Portugal.* Numbers in 1957-1958: 17,520 students (+7.4%). Higher schools of art and faculties of arts have been reorganized; the degree course has been extended from four to five years.

*Rumania.* A decree has been issued on the improvement of higher education (improved scientific standards, more intense training of specialists and closer collaboration with reality and practical activity). New specialized departments in science and technology, as well as foreign language departments, have been set up. In some faculties, the course has been lengthened by one year. Time given to laboratory and experimental work has been increased. Some courses have been merged in order to reduce the number of examinations.

*Saudi Arabia.* The kingdom's first university has been inaugurated at Riyadh.

*Spain.* New courses: school of bromatology at Madrid University; school of haematology in the medical faculty of Barcelona University; mathematics department in the University of Santiago.

*Sudan.* Numbers in 1957-1958: 850 students.

*Sweden.* Numbers in 1956-1957: 23,900 students (+6.2%).

*Switzerland.* Numbers in universities in 1956-1957: 16,465 students and 6,648 non-examination students. New courses: institute of automation and operational research at the University of Fribourg and an introductory course on operational research at Geneva University.

*Tunisia.* Numbers in 1957-1958: 1,967 students (-4.4%).

*Ukraine.* Numbers in 1957-1958: 364,500 students (+5.1%).

*USSR.* Changes have been made in the entrance regulations for higher educational establishments; priority is given to students who have done at least two years' practical work at the end of their secondary education.

*United Arab Republic.* Numbers in 1957-1958: 110,359 students (+9.4%).

*United States.* Numbers in 1957-1958: 3,450,000 students (+6.35%). As junior colleges are proving more and more successful, their courses have been developed. Specialized university studies tend to be longer than previously.

*Uruguay.* Numbers in 1957: 17,108 students (+5.75%).

*Vietnam.* Numbers in 1957-1958: 5,756 students (+50%). Nine new degree certificates have been introduced in the Vietnamese faculty of arts. The courses for the new University of Hue have been drawn up.

*Yugoslavia.* Numbers in 1956-1957: 62,273 students (-2.4%). The problem of cooperation between the autonomous universities has been solved by the creation of a community of Yugoslav universities. Regulations on the admission of students have been standardized. New laws have been promulgated on universities, higher schools of physical training and art academies. Most of the university faculties have drawn up their new statutes and begun to revise their curricula and syllabuses.

## TEACHING STAFF

### SHORTAGE OF STAFF

(1) As was the case last year, there has been a slow improvement in the problem of the supply of primary teachers, whereas in secondary education the shortage has only become worse.

(2) It is certain that a disproportion between supply and demand also exists in many countries which do not mention the fact in their report. The matter is stated expressly, as regards primary education, in the reports from Australia, Canada, France, the German Federal Republic, Iran, Iraq, Switzerland, the United Kingdom (Scotland) and the United States. The reports mentioning a shortage of secondary school teachers are rather fewer: Canada (where emergency training is being introduced), France, the Netherlands (increasingly frequent exemption from military service and an information campaign), Norway (where preparatory studies are being shortened), Scotland, Sweden and Switzerland.

(3) Three reports give a more optimistic picture of the supply of primary teachers: the province of Alberta in Canada, where the emergency training course has been abolished, Denmark, where it is hoped that the shortage will be overcome by 1960, and England and Wales, where the number of candidates for teacher training colleges has again shown a marked increase.

(4) In contrast to the position in so many other countries, Japan reports difficulty in finding posts for all graduates from faculties of education.

(5) Steps to meet the shortage of primary teachers are described by Australia (scholarships for secondary school pupils prior to entering teachers' colleges, new salary scales, campaigns to publicize the teaching profession), the German Federal Republic (scholarships for student teachers) Iran (six weeks' professional course for secondary school leavers) and Iraq (new teacher training schools).

*Australia.* Plans have been made to open additional teacher training colleges and steps have been taken to increase the supply of candidates (scholarships for secondary school pupils prior to entering teachers' colleges, new salary scales, campaigns to publicize the teaching profession, etc.).

*Canada.* Although the number of elementary teachers is still insufficient, for the first time the percentage increase of teachers is greater than that of pupils. In Alberta it has been possible to abolish the emergency training scheme. The shortage of qualified secondary school teachers is becoming more and more serious. Nova Scotia has instituted an emergency training scheme for these teachers.

*Denmark.* It is hoped that the shortage of teachers will be overcome by 1960.

*Finland.* The shortage of teachers has become somewhat more acute. The shortage is most serious in the state Finnish-speaking secondary schools.

*France.* The shortage of teachers continues to be felt at all levels, especially in secondary and technical education.

*German Federal Republic.* To combat the shortage of teachers it is proposed to give financial assistance to student teachers and grant them scholarships.

*Iran.* The number of primary teachers is insufficient and provincial education services have been authorized to organize a six weeks' professional course for secondary school leavers.

*Iraq.* New teacher training schools have had to be opened to combat the shortage of teaching staff.

*Japan.* Difficulties have arisen in finding posts for all the graduates from faculties of education.

*Netherlands.* The shortage of secondary school staff continues to make itself felt. Increasingly frequent exemption from military service is being granted to teachers and those studying for secondary school teaching.

*Norway.* It is proposed to shorten preparatory studies, in order to meet the shortage of secondary school teachers.

*Sweden.* The shortage of teachers for post-primary schools is making itself increasingly felt.

*Switzerland.* The shortage of staff continues, particularly in secondary education; lower classes have sometimes had to be taught by students who have not yet finished their degree.

*United Kingdom.* England and Wales: The number of candidates for teacher training colleges has again shown a marked increase. Scotland: In spite of the increase in the number of teachers, the shortage continues, particularly of teachers of mathematics and science, music, commercial subjects and women teachers of physical education and homecraft.

*United States.* Special steps have been taken to combat the shortage of teaching staff.

### TRAINING

(1) The training of teachers is increasingly becoming one of the major concerns of education authorities. Forty countries out of 64, i.e. nearly two countries in every three, have prepared or implemented measures concerning the training of teachers. Two countries in every five (one in four last year) dealt with the training of primary teachers, and one in four (one in seven last year) with secondary teacher training. Four reports (six last year) mention steps taken in the training of teachers for vocational education and one country speaks of the training of staff for teacher training schools.

(2) The number of countries where curricula or syllabuses were modified remains the same (16), namely, Afghanistan, Argentina, Austria, Belgium, Byelorussia, Cambodia, Indonesia, Ireland, Israel, Iran, Philippines, Rumania, Saudi Arabia, Scotland, Syria and Sweden.

(3) The trend towards the lengthening of courses for future teachers is somewhat less marked (five countries instead of seven): Sweden, Switzerland (canton of Fribourg), United Kingdom (England and Wales), Ukraine and USSR.

(4) Information on changes in the organization of teacher training is found in the reports of Bulgaria, Byelorussia and the German Federal Republic.

*Afghanistan.* Curricula in teacher training schools have been revised. A training school for teachers of physical education has been opened in Kabul.

*Argentina.* New organic regulations were introduced in the national institutes for training secondary school staff and the national institute for the training of modern language teachers. New curricula have been introduced in these establishments, as well as for the training of domestic science teachers.

*Austria.* The curriculum for teacher training colleges has been published.

*Belgium.* The three sectors of teacher training have been given new curricula and syllabuses.

*Bulgaria.* From 1958-1959, the duration of the course in institutes for training teachers for the upper classes of primary schools will be of three



years' duration, following on from secondary education. From 1960-1961, teacher training schools, where the course takes 5 years after the primary school, will be transformed into teachers' institutes with a course of two years after the secondary school.

*Byelorussia.* Since 1957-1958, the training of teachers for primary schools has been conducted at special four-year faculties in the pedagogical institutes. New subjects have been introduced into the curriculum of the pedagogical institutes (elementary mechanics, chemical technology, technical drawing, modelling, etc.) so that future teachers may give polytechnical instruction.

*Cambodia.* A new course is being planned for the training of teachers for the first stage of secondary education.

*Canada.* In New Brunswick the basic teaching licence may be supplemented by five university certificates.

*Ceylon.* A section for the training of science teachers in the Tamil medium was started.

*China.* Temporary regulations concerning the training of teacher training school students have been promulgated. Women students are being encouraged to train as teachers.

*Colombia.* Pilot training schools have been set up.

*Czechoslovakia.* Efforts are being made to improve the polytechnical training of future secondary school teachers. Courses for primary teacher training have been revised. From 1958-1959 onwards, primary and kindergarten teachers will all be trained in higher pedagogical schools, as will teachers for the last classes of eleven-year schools and teachers of general subjects in vocational schools. The introduction of an examination for teachers after two years' experience is being contemplated.

*German Federal Republic.* The principle of an academic training for future primary teachers being admitted, the Committee on Education considers that independent teacher training colleges fulfil this function better than the universities or a few over-large training colleges. Academic training for teachers has been re-introduced in the Saarland. Training has been greatly improved.

*Ghana.* A National Teacher Training Council has been established to deal with the certification of teachers and entrance examinations to teacher training colleges, in collaboration with the Institute of Education of the University College of Ghana.

*Hungary.* A new plan for the training of secondary teachers has been drawn up.

*India.* A special effort is to be made to train technical teachers.

*Indonesia.* A new curriculum has been compiled for the training of kindergarten teachers and for junior secondary teachers. Courses in Indonesian language, history, drawing and chemistry have been opened for future senior high school teachers.

*Iran.* A course in home economics has been established in the national teachers' college to prepare qualified staff for secondary schools. A teachers' college was established for the training of vocational teachers.

*Iraq.* A special course has been held for graduates, to train teachers of psychology and education for teacher training schools.

*Ireland.* A new curriculum has been drawn up for teacher training colleges.

*Israel.* The curriculum of teacher training colleges and of the secondary classes attached to these colleges is soon to be revised.

*Japan.* The Central Council for Education has discussed the introduction of national and regional plans for training compulsory school teachers.

*Korea.* Training courses attached to teacher training schools for the short period training of secondary school leavers have been abolished.

*Morocco.* An institute of education for Mohammedan secondary teachers has admitted its first batch of students.

*Netherlands.* A commission recommends that a two-year institute for secondary teacher training should be set up.

*Philippines.* The different teacher training institutions are modifying their curricula to take into account the emphasis placed, in the revised educational programme, on science and mathematics, and on vocational and community education. The number of units of Spanish to be taken by education students have been increased from 12 to 24. Modifications have been made in the curriculum of the College of Education of the University of the Philippines.

*Portugal.* Steps have been taken to facilitate teaching practice for future secondary school teachers. A new curriculum has come into force at the national institute of physical education for the training of teachers and instructors in physical education.

*Rumania.* New curricula have been introduced in the six-year teacher training schools which are gradually replacing the four-year training schools. More time has been given to the teaching of Latin.

*Saudi Arabia.* It has been decided to organize a complementary course of two years, following on from the three-year course in teacher training institutes. Drawing and manual work have been introduced in training programmes for teachers. Changes have been made in the courses in education and educational psychology.

*Spain.* An evening training school has been set up as an experiment.

*Sudan.* The opening of a training college for secondary teachers is under consideration.

*Sweden.* The training course for kindergarten teachers will be increased from 2 to 3 years. New curricula for teacher training schools are being worked out.

*Switzerland.* The canton of Fribourg is to extend the training course to five years. The canton of Bern has modified the regulations for the secondary school teacher's diploma examinations.

*Ukraine.* The course for future secondary teachers has been lengthened from 4 to 5 years. Four-year courses have been organized for teachers for the first four primary classes. The teaching practice system for pupil teachers in their last year has been improved.

*USSR.* The course in pedagogical institutes has been lengthened to five years; the time allotted to teaching practice has been increased.

*United Arab Republic.* Egypt: Special importance is attached to the training of rural teachers. The number of training faculties for primary teachers is being increased. Efforts are being made to set up higher training institutes for specialized teachers in preparatory and secondary schools. Syria: the first-year course in teacher training schools has been revised. A course in practical agriculture of four weeks' duration is to be introduced in rural teacher training schools.

*United Kingdom.* England and Wales: The course in teacher training colleges will be increased from 2 to 3 years from 1960 onwards. Scotland: Adjustments have been made in courses of training. A far-reaching review of the regulations is planned for the beginning of 1959. Changes in the method of supply of secondary school teachers are being studied.

*Uruguay.* The rural teacher training institute, which provides specialist teachers for country schools, has been reorganized.

*Vietnam.* The higher school of fine art started a class in art education, to train art teachers for secondary schools.

#### CONDITIONS OF SERVICE

(1) One country in four has increased the salaries of teaching staff in some category or other. This proportion is slightly higher than the one noted last year.

(2) Steps were taken in the field of social welfare in three countries (seven last year).

(3) Changes in the status of teaching staff were reported by five countries instead of the eight recorded in the 1957 Yearbook (Afghanistan, Belgium, Haiti, the Netherlands, Tunisia).

(4) Appointment or transfer regulations were revised in Spain, Sweden and Haiti.

(5) Among special advantages granted to school teachers should be mentioned a reduction in the length of military service (Korea), eligibility, under certain conditions, for service on municipal councils (Netherlands) and a reduction in teaching hours (Poland).

*Afghanistan.* A "code of assistance for teachers" was adopted in 1957.

*Argentina.* A law-decree has fixed basic salaries. A "retirement" branch was organized in the department of staff and statistics. Steps have been taken to improve conditions for teaching and administrative staff in subsidized private establishments.

*Australia.* Salary increases occurred in New South Wales, Victoria, Western Austria and Tasmania.

*Belgium.* The status of several categories of teachers and administrative staff has been fixed.

*Chile.* In 1957, teachers' salaries were increased by 15%.

*Colombia.* Secondary teachers' salaries have been increased by 30% and elementary teachers' salaries by 100%.

*France.* Teachers benefited from the general re-adjustment of civil service salaries in 1957 and 1958. Promotion regulations have been improved. A bonus for research has been introduced.

*German Federal Republic.* Substantial salary increases have been made in several *Länder*.

*Haiti.* A draft statute for teachers has been drawn up. The system of transfers has been regulated and certain social security measures have been introduced.

*India.* Grants are to be given for the improvement of salary scales for teachers in affiliated colleges.

*Israel.* New salary scales have been approved for unqualified teachers in primary schools. New increased allowances have been given to inspectors and principals of primary and secondary schools and teacher training colleges.

*Japan.* The law on compensation of government employees was revised, so providing an increase in teachers' salaries.

*Korea.* Teachers in primary and secondary schools may have a reduction of six to twelve months in their military service (normally three years).

*Laos.* In order to boost the teaching profession, an allowance which may be added to other indemnities made to staff in the various national categories has been introduced.

*Netherlands.* Salaries of elementary teachers and of certain categories of secondary school and training school teachers have been increased. Married women teaching staff may now be permanently appointed. Primary and secondary teachers may be members of a municipal council, except in their own municipality. Appointment regulations for teachers' training college staff have been amended.

*Norway.* Teachers salaries have been improved.

*Pakistan.* There has been an improvement in the economic status of teachers in East Pakistan.



*Poland.* The number of working hours for primary teachers has been reduced from 30 to 26 per week.

*Rumania.* The salaries of auxiliary university staff have been raised.

*Spain.* Steps have been taken to modify the appointment regulations and status of primary teachers.

*Sweden.* Appointment procedure has been modified. The salaries of primary teachers, some vocational school teachers and school principals have been increased.

*Switzerland.* Many of the cantons have increased teachers salaries and the amount of retirement pensions has generally been adapted to the new scales.

*Tunisia.* The statute of the teaching profession is being examined.

*USSR.* The union of teachers and the union for higher education and scientific establishments have amalgamated.

*United States.* It is estimated that the average annual salary for primary and secondary teaching staff has increased by 54% between 1950 and 1958.

*Yugoslavia.* The new law on government employees confirms and extends advantages given to educators compared with other staff with equivalent qualifications.

# AFGHANISTAN

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

ADMINISTRATION — *Five-Year Plan* — *University Administration* — *Inspection* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — *New Courses* — CURRICULA, SYLLABUSES, METHODS — *Curriculum Revision* — *Textbooks* — TEACHING STAFF — *Status* — AUXILIARY SERVICES — *Youth Movements* — *Physical Education* — *Scholarships*

### ADMINISTRATION

**Five-Year Plan** 1957 was the first year of the five-year economic development plan. The plan envisages, among other things, the gradual expansion of educational facilities during the years 1957-1961. The scheme for developing educational services includes such projects as school building, material for teaching arts and crafts in primary schools, establishment of new primary, village and high schools, development of vocational education and school libraries, extension of adult and audio-visual education, development of museums and of Kabul University.

The Ministry of Education has vigorously pursued the targets enumerated above, with the result that at the end of the first twelve months of the plan it is far ahead of schedule.

**University Administration** As far as administration is concerned efforts to improve the administrative system of Kabul University are continuing. An expert provided by the International Cooperation Administration of the United States of America assists the university authorities in developing a better administrative structure and methods. This project includes improvement of administrative staff, correct planning of buildings and equipment to meet standards of higher education and the streamlining of the system of correspondence and compilation of statistics.

**Inspection** No changes have occurred in the system of school inspection, but a department of inspection was added to university administration in 1957.

**Budget** The total budget of the Ministry of Education (including Kabul University and the Aliabad Health Institutions which, too, are under the Ministry) was 149,678,024 afghanis in 1956 and 164,755,751 afghanis in 1957. This shows an increase of nearly 11%.

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. Mohammed ANAS, Delegate of the government of Afghanistan.

**School Building**

During 1957-1958, the buildings of the Afghan Institute of Technology in Kabul and the mechanical school at Kandahar were completed. Work on other incomplete building projects continued. The building of Kabul public library, run by the Ministry of Education, received finishing touches. The new university buildings will cover a 381 acre campus. The cost of these buildings amounts to approximately three million dollars, half of which will be borne by the International Cooperation Administration of the United States and the balance by the royal Afghan government. The Asia Foundation has also promised to contribute approximately 75,000 dollars toward planning and constructing a gymnasium. Construction is expected to commence this year. The shortage of school buildings is nevertheless acute. In order to meet this deficiency the Ministry of Education has set aside, in its five-year development plan, an amount of 250 million afghanis for the construction of primary school buildings in durable material and roofed with galvanized iron sheets. The Ministry also contemplates establishing 150 new primary schools, 500 village schools, 200 adult literary classes and 5 high schools.

**ORGANIZATION**

**Quantitative Development** The following are the latest figures for the number of pupils (boys and girls, including university students) and the number of staff (excluding Kabul University staff) during the last three years :

	Pupils	Staff
1955	121,000	3,893
1956	126,092	3,964
1957	141,536	4,288

These figures show an increase in the number of pupils for 1957 of 17% over 1955 and 12.3% over 1956. For the staff the increase was of 10.1% over 1955 and 8.2% over 1956.

**New Courses**

Arrangements were made for the extension of the school of arts and crafts, to allow increased enrolment in the sections of architecture, textiles and plastic arts. A boarding house to accommodate 200 students has been opened. The Kabul mechanical middle school has been raised to the level of a technical high school. Assistance has been received from Unesco for the purpose of establishing a new mechanical school in Kandahar. Another mechanical school was established at Khost in the Southern Province. Two more teacher training schools were also established in 1957 to serve schools in Pushto-speaking areas. A new training school for physical instructors was opened in Kabul in 1957. In all of the above-mentioned schools, arrangement has been made to provide free full-tuition scholarships to gifted students.

A course on the United Nations was conducted at the winter session of the training courses for in-service primary teachers. Human rights are included in courses on morals and civics in all middle and high schools.



Kabul University has created two new faculties—one of economics and another of engineering and agriculture. The department of economics of the faculty of law has been raised to the level of a separate faculty of economics, and the college of engineering has likewise been separated from the faculty of science and set up as an independent faculty which will include the schools of engineering and agriculture. The institute of education, which formed part of the Ministry of Education, was placed under the supervision of Kabul University.

### CURRICULA, SYLLABUSES, METHODS

**Curriculum Revision** Since 1952 a wholesale reorganization of curricula has been deemed advisable by the Ministry of Education. This basic reorganization is being experimentally implemented at two primary experimental schools and a newly established junior high school.

The experimental primary curriculum has been developed by a number of Unesco and American educationalists assisted by a number of Afghan specialists. The characteristics of this curriculum are: (a) deliberate involvement of play in the curriculum; (b) more practical work, and the making of materials and equipment usable at home and at school; (c) a trend towards combined areas of study rather than separate ones, i.e. social studies in lieu of history, geography and civics; (d) conformity with the basic needs of the community.

Certain aspects of this curriculum have already been transplanted by the Ministry into other schools as well. A wholesale transplantation awaits further experiment.

The experimental junior high school curriculum was authorized in 1952 for experiment at the Ebn-e-Seena junior high school. This is a newly organized intermediate level curriculum developed by Afghan and American educationalists. The chief characteristics of this curriculum are: (a) development of direct interest in the modern problems and needs of the country, and the development of skills and knowledge to help meet them; (b) affording pupils opportunities for practical work in order to develop basic skills in arts and crafts; (c) affording pupils an opportunity to discover their aptitudes and what kind of further education to undertake.

At the teacher training college, previously, general education had been emphasized almost to the exclusion of professional training. The Ministry of Education recently authorized a group of Afghan, Unesco and American educationalists to overhaul the curriculum. The professional subjects offered under the new curriculum are: educational sociology, teaching methods, primary and secondary curriculum and administration, and fundamental education.

**Textbooks** The Ministry took steps to print a large number of textbooks at a firm in Tehran for distribution among schoolchildren. These textbooks included revised and abridged editions of Persian, chemistry, biology and Arabic grammar for secondary schools. Similar textbooks were also published for primary and middle schools. New and corrected wall maps and atlases were ordered from abroad during the year.

## TEACHING STAFF

**Status** New rules were approved regarding the appointment, promotion and remuneration of the teaching staff of the university. Three categories of university teacher were established: professors, associate professors and assistant professors. In addition to their basic salaries they will now receive monthly allowances at the rate of 3,000, 2,000 and 1,000 Afghanis respectively.

A "code of assistance for teachers" was adopted in December, 1957. According to this code a "teachers' day" will be observed all over the country once a year.

Compensations and awards for meritorious service and retirement orders will also be given on this day. The best primary and secondary school teachers will be selected by a panel of teachers headed by regional directors of education. Their photographs will be published in newspapers and articles will be published about their careers. The Ministry of Education will hold a reception in their honour. A representative deputation of teachers will be granted audience by the King. As a further encouragement for teachers the code demands the direct assistance of provincial governors and commissioners for teachers serving in areas under their jurisdiction. They are also required to invite teachers and headmasters to all official functions and receptions. The Code also envisages the setting up of clubs and libraries for the exclusive use of the teaching community.

## AUXILIARY SERVICES

**Youth Movements** The boy scout movement was revived in 1957 under the name of *sarandoy*. New scouting regulations based on international standards have been approved by the Ministry of Education. Funds have been provided to help students take part in scouting activities.

**Physical Education** In addition to the establishment of a school, mentioned in a previous paragraph, a Japanese instructor in free-style wrestling was engaged in 1957. An American coach has also been provided by the Asia Foundation. Invitations were extended by the Ministry of Education and the Afghan Olympic Club to students and sportsmen of India and China on the occasion of the independence week festival in 1957.

**Scholarships** In 1957 Afghanistan approved for the first time a scheme of scholarships and fellowships awarded in Afghanistan to nationals of other countries. Two scholarships and three fellowships are awarded every year.

# ARGENTINA

## EDUCATIONAL PROGRESS IN 1957-1958<sup>1</sup>

INTRODUCTION — PRIMARY EDUCATION — *National Board of Education* — *Teachers' Statute* — *Educational Reform* — *Further Training for Teachers* — *"School Homes"* — *Physical Education* — *Education Areas* — *Social Assistance* — *Miscellaneous* — SECONDARY EDUCATION — *Reorganization* — *Administrative Reform* — *Curriculum and Syllabus Revision* — *School Year and Attendance* — *Educational Expansion* — TECHNICAL EDUCATION — *New Measures* — ART EDUCATION — *Changes* — PRIVATE EDUCATION — *Measures Introduced* — UNIVERSITY EDUCATION — *University Regime* — *University Buildings* — *New Universities* — *Private Universities* — MISCELLANEOUS — *School Building* — *Pupils' Health* — *Physical Education* — *Social Welfare* — *Educational Documentation* — *National Board for the Welfare of Minors*

### INTRODUCTION

The new trend in education continued during the period from January, 1957, to May, 1958. The main currents of this trend have already been described in the report on educational progress up to the end of 1956.

The changes brought about in the country by the return to constitutional legality and by the assumption of power by legitimately elected authorities make it necessary to present the government's achievements to date as a whole, and to draft a report comprising the whole of the second period of the work of the revolution.

Achievements in the various fields may be summarized as follows: (a) the organization of primary education and the implementation of the teachers' statute, the application of law No. 1420 on public education and the role of the National Board of Education; (b) the standardization of work in secondary, technical and art education; (c) the standardization of the work of the universities (which were restored to the legitimate authorities, themselves an offshoot of the higher councils) and the expansion of higher education through the establishment of new university institutions.

Between 1st January, 1957 and 1st May, 1958, a great effort was made to raise teaching standards by recruiting directors and teachers and by selecting pupils.

### PRIMARY EDUCATION

#### National Board of Education

The National Board of Education, which is responsible for primary education, was reinstated by law-decree No. 7977 of 30th April, 1956, and resumed its activities on 5th September of the same year. Since then, it has laid the foundations of an educational system which is more suited to the country's needs and equipped with the necessary administrative departments and bodies.

<sup>1</sup> From the report sent by the Ministry of Education and Justice of the Argentine Republic.



It has also given the teaching staff maximum guarantees as regards training, appointment and transfer procedures.

**Teachers' Statute** At the end of 1956, after extensive study and public discussion, the teachers' statute was approved. This measure has had profound repercussions not only in teaching circles, but also on education in general. The country's present economic difficulties have not yet enabled the statute to be fully implemented, but efforts are being made to bring its provisions into force as soon as conditions permit. For example, law-decree No. 4506/57 introduces the payment of the seniority increments provided for under the law, as from 1st March, 1957; decree No. 17003/57 approves the regulation on the full implementation of the statute, and a new law-decree fixes the basic salary laid down in clause 37, which comes into force on 1st January, 1958.

**Educational Reform** One of the first measures introduced by the National Board of Education was the study of a reform which would "make education democratic in character, in harmony with the pupils' intellectual development and with the need to educate the whole man, while taking into account the local characteristics of the various regions of the country". It was decided that the new courses should present a synthesis. This question was laid before the teaching commission. Later, a new commission was set up to study and draw up the new curriculum and syllabuses which would come into force in the 1958 school year.

**Further Training for Teachers** The National Board of Education decided to turn the Bernasconi Institute into a further training centre for teachers. The centre will have the following departments: kindergarten, primary school, adult education, further training, a museum and library of education and an educational research institute.

The Board ran a further training course for rural teachers from 8th January, 1958, at Ezeiza (near Buenos Aires). An expert from Unesco participated in the running of this course, at which 30% of the places were reserved for teachers from the provinces. At the end of the course, after a trial period, the participants will receive the certificate of first class specialist teacher in rural education, and will be sent to spread the new methods of rural education. In this way an important step forward will have been taken in educational reform. The course was made possible by the collaboration of the Ministry of Agriculture, the general department of technical education, the general department of school hygiene and the government of the province of Buenos Aires. With the same aim of providing rural teachers with opportunities for further training, the Board decided, on 17th December, 1957, to patronize summer courses held in the Buenos Aires faculty of agriculture buildings.

**"School Homes"** In August, 1957, the government placed under the jurisdiction of the National Board of Education twelve "school homes", belonging to the former National Institute of Social Work. These are no longer in the nature of childrens' homes, but have become social institutions aimed at solving the problem of the scattered school population.

**Physical Education**

Physical education, which was abolished in 1954, has again been made compulsory. The syllabus commission appointed by the Board is at present examining the place physical education should have in the whole curriculum, the methods to be used in teaching this subject and the position of the teachers who had been made available for this work.

**Education Areas**

A new arrangement of education areas has been made, to remedy the disadvantages of having twenty areas each with a different number of schools and teachers. This regulation came into force on 1st June, 1957, and makes each district contain about the same number of schools and teachers.

**Social Assistance**

Changes in the grants procedure of the department of social welfare have enabled the National Board of Education to introduce, as from September, 1957, medical services, the supply of medicines, travel services and the purchase of various products with considerable reduction on the retail price.

**Miscellaneous**

Among the more important steps taken to raise the standards of public education, one might mention: (a) a school building, extension and repairs programme worth 150 million pesos was drawn up (21st May, 1957), and 80 million pesos allocated for the same purpose from funds realized by the implementation of decree No. 8718 of 29th July, 1957; (b) competitive selection of candidates was held for vacant inspectors' and head teachers' posts; (c) 35 primary schools, 2 schools for adults and 7 schools attached to units of the armed forces were constructed, and 1,001 new classes were made in existing schools; (d) the appointments of 2,105 unqualified teachers were cancelled; (e) 8,047 teachers appointed provisionally were permanently established; (f) 70 donations were received for the provision of land and buildings for schools; (g) a sum of 5 million pesos was included in the 1958 budget for taking a school census; (h) a plan for the progressive abolition of intermediate classes was approved; (i) new regulations were drafted for the classification of schools according to category and area; (j) a "retirement" branch was organized in the department of staff and statistics; (k) area school boards were set up in the federal capital; (l) a commission was appointed to study the "Primary Education Digest" and make proposals for bringing it up to date; (m) relations were established with Unesco, including exchange of information and mutual collaboration; (n) the government of the province of Catamarca collaborated in organizing practical work in agriculture for primary school pupils in their fourth, fifth and sixth years, and a continuation course for pupils who had finished their primary schooling in the school home at Icaño, etc.

**SECONDARY EDUCATION****Reorganization**

The work of the general department of secondary, special and higher education and teacher training in the Ministry of Education and Justice has contributed towards setting secondary education back on foundations which are in conformity with the best Argentinean traditions.

The department's primary task was to restore to educational establishments their traditional important function and to provide young people with an education which would be free of prejudice and conscious of its civic rights and duties. Energetic measures were called for to remove all traces of political proselytism from the secondary schools.

The work of purging the educational system was accompanied by a parallel work of reparation, which was effected mainly in 1955 and 1956. By decree No. 1757/57, the College of Salvador in the federal capital, and the College of the Immaculate Conception in Santa Fe, regained their autonomy.

#### **Administrative Reform**

The main measures introduced in educational administration were the following : (a) a draft was made for the institution of a national board of secondary education (3rd May, 1957); (b) inspectors and head teachers were to be appointed competitively, after strict selection; (c) head teachers were given the right to appoint supply staff (22nd February, 1957); (d) the general regulations for teaching establishments were revised (3rd May, 1957); (e) new organic regulations were introduced for the national institutes for training secondary school staff, national teacher training schools and the national institute for the training of modern language teachers (decree No. 4205/57).

#### **Curriculum and Syllabus Revision**

Among the more important reforms are the following : (a) a new curriculum was introduced at the national institute for training secondary school staff, with the aim of providing a more thorough technical and educational training (decree No. 3565/57); (b) a new curriculum was introduced for the training of domestic science teachers (decree No. 2668/57); (c) a new curriculum was also introduced at the national institute for the training of modern language teachers, which supplements the linguistic training with a thorough study of the culture of the foreign countries concerned (decree No. 1370/57); (d) a commission was set up to study the revision of the curricula and syllabuses of the national commercial schools which are under the Ministry and the University of Buenos Aires (15th November, 1957).

#### **School Year and Attendance**

The school year has been lengthened, political commemoration days have been abolished and the number of ceremonies reduced, as these impeded the regular functioning of the schools (10th April, 1956 and 31st January, 1957). The maximum number of days' absence allowable in considering exemption from examinations has been decided (decree No. 1269/57).

#### **Educational Expansion**

New schools, classes and courses have been established, the number of subsidized private establishments has been increased and a special fund has been set up for building schools.

The number of establishments under the general department of secondary, special and higher education and teacher training during the 1957 school year was as follows : 177 national secondary schools, 18 national schools for regional primary teachers, 133 national commercial schools, 2 national institutes for training secondary school staff, 7 secondary teacher training courses attached to primary teacher training schools, 100 demonstration schools and 99 kindergartens attached to teacher training schools.



## TECHNICAL EDUCATION

### New Measures

There are three bodies in charge of vocational education, the General Board of Technical Education, the National Board of Vocational Apprenticeship and Guidance of the Ministry of Education, and the General Department of Apprenticeship of the Ministry of Works.

To remedy the difficult situation in which industrial education found itself, school workshops had to be reorganized, discipline restored and the standard of teaching raised.

The urgent need to modify curricula was evident. This task was entrusted to the curriculum and syllabus commission for industrial schools and the curriculum commission for vocational schools for girls.

A commission was also appointed to draw up draft general regulations for technical education establishments.

Several commissions have further undertaken the study of construction and repair plans for buildings, supply of equipment, machinery, tools and teaching material.

A plan for the institution of a national board of technical education, which would be autonomous, has been submitted for approval. If this plan proved impracticable, it would be necessary to introduce in 1958 a modification of industrial school curricula and to enter into close cooperation with private enterprise, in order to synchronize instruction with the needs of production. Furthermore, pupils in the top classes would have to do practical work in their own branch in national, provincial, municipal or private factories and workshops.

For establishments under the National Board of Vocational Apprenticeship and Guidance, the intervention of a federal delegate was in most cases necessary. Errors had to be corrected, the educational system revised, educational management and administration reorganized, etc.

The reform of the structure and running of the national workers' university is now under consideration.

## ART EDUCATION

### Changes

The art education department was separated from the general department of culture and handed over to a federal delegate. A thorough reform of syllabuses was undertaken, based on modern theories of art education.

The National School of Visual Arts, comprising several different establishments, was instituted. The new school has a building specially adapted for the purpose.

By the decree of 31st January, 1957, the scenic arts department was separated from the national conservatoire of music and established as a national school of dramatic art.

## PRIVATE EDUCATION

### Measures Introduced

There are two organs of the Ministry of Education dealing with questions related to private education: the Professional Board of Private Education and the Register of Private Establishments.

The country's 2,885 private establishments, both subsidized and unsubsidized, were attended by about 225,000 pupils in 1957.

The Professional Board of Private Education has taken steps to improve the status of teaching and administrative staff in subsidized private establishments.

The State subsidizes 621 private establishments, which is 87 more than in 1955.

## UNIVERSITY EDUCATION

### University Regime

Lecturers who were dismissed or forced to resign for non-educational motives have been reinstated in their posts. Competitive examinations have been regulated and university authorities appointed. Other measures have been introduced to complete the re-organization of Argentinean universities.

Today, the six former national universities of Buenos Aires, La Plata, Córdoba, Litoral, Tucumán and Cuyo are running under the direction of their own academic authorities, and the same is the case for the two new universities recently opened, the University of the South, and the University of the North-East.

The system of financial autonomy for the national universities came into force on 1st July, 1957. Efforts are being made to speed up the process whereby the universities may enjoy total autonomy as soon as possible. There is one fact of particular importance relating to the desire to give the universities financial autonomy. It is the permission given to the National University of Tucumán to explore and exploit the mine deposits already discovered or to be discovered in the place called « Agua de Dionisio », in the department of Belén in the province of Catamarca. The profits are to be distributed as follows : 50% for the province of Catamarca and 50% for the completion of the Tucumán university city. Once the city is finished, the percentage allocated for this work will be divided as follows : 25% for the university and 25% for the institution of a national fund to help finance the other universities of the country.

### University Buildings

The problem of the inadequacy and shortage of premises for university education is acute for almost all the universities of Argentina, and has received serious attention. The University of Buenos Aires has drawn up a building plan. It is also fitting up for the engineering faculty a luxurious building erected for other purposes by the dictatorial regime. The commission responsible for everything to do with building, equipping, supervising and continuing indispensable work on the buildings of the University of Buenos Aires was re-established by the decree of the 2nd December, 1957, in application of law No. 11333.

### New Universities

The National University of the South, set up by law-decree No. 154 of 5th January, 1956, is at Bahía Blanca. The Technological Institute of the South served as a basis for it. The national teacher training school and the national commercial school were transferred to the jurisdiction of this university.

The National University of the North-East was created by law-decree No. 22299 of 14th December, 1956, in order to meet the intellectual and university needs of the provinces of Corrientes, Chaco, Formosa and Misiones. It was made by regrouping existing institutes transferred from the Universities of Litoral and Tucumán and from the province of Chaco. A few new establishments have since been added to it and they will open in 1958.

#### **Private Universities**

The commission appointed to study the existence, legal regulations and organization of the independent universities submitted its conclusions on 18th April, 1958, and has now ceased work. The report allows that private higher education institutions may become universities provided that they have adequate resources, and do not receive a state subsidy. These universities are not, however, authorized to award professional qualifications entitling the holder to practise in controlled spheres of activity.

The Church has founded the Argentine Catholic University, which opened its doors on 6th May, 1958. This university, like the Catholic universities of Córdoba, Santa Fe and La Plata, the Free University of Santiago del Estero, the Mendoza university institute, the University of Salvador in Buenos Aires and others, has not been officially recognized.

### **MISCELLANEOUS**

#### **School Building**

Repair, extension and alteration work to a value of about 24 million pesos has recently been carried out in primary and secondary establishments.

In the public works plan for 1957 a sum of 149,250,000 pesos has been set aside for the needs of primary schools, and another 27,550,000 pesos for building, extension and alterations in secondary education. Further, by law-decree No. 2718 of 29th July, 1957, certain taxes were introduced for financing the building and repair of schools throughout the country.

#### **Pupils' Health**

The general department of school hygiene has started to extend its field of action over the whole country and to develop its work in the sphere of social welfare (holiday camps for weak children, free canteens, etc.) and of education (special schools, services and classes, training and specialization courses for special school teachers). In addition to the dispensaries and medical services of various types existing in Buenos Aires, there are 74 medical and 39 dentistry centres in the provinces.

Much attention has been given to health education. The total number of anti-polio myelitis inoculations with Salk vaccine considerably exceeds half a million.

A plan has been submitted for the approval of the executive which is to change the general department of school hygiene into a national department with the same name. This measure would permit the unification of hygiene work throughout the country, and lead to greater efficiency.



**Physical Education**

Curricula and syllabuses for the national institutes for training teachers of physical education have been revised and further training courses instituted for teachers in service. Intercollegiate championships were again organized. The department of sports and physical education has been replaced by the department for the development of physical education.

**Social Welfare**

The services of the Ministry's social welfare department have been reorganized. Among this department's activities a preponderant place has been given to the social services, whose administration has been reorganized. The sales figures of the official store in the federal capital have considerably increased, and branches have been set up in the provinces.

**Educational Documentation**

The centralization of reports and statistics makes the provision of an educational library and information service indispensable. It is also proposed to set up an educational information and documentation centre.

**National Board for the Welfare of Minors**

The task of the National Board for the Welfare of Minors, set up in 1957 as an autonomous body, is to ensure the complete protection of minors and to contribute to family solidarity. The Board's activities cover the field of education as well as justice, social assistance, medicine, etc.

# **AUSTRALIA**

## **EDUCATIONAL PROGRESS IN 1957-1958<sup>1</sup>**

*Quantitative Development — Committee on Australian Universities — School Building — Secondary Education in New South Wales — Correspondence Education — School Broadcasts — Colombo Plan Students — Migrant Education — New Courses — Educational Research — Seminar on the Teaching of Modern Languages — Handicapped Children — Teacher Training — Teachers' Conditions of Service — Conclusion*

**Quantitative Development** In Australia during 1957, primary and secondary schools conducted by the six state governments provided educational facilities for approximately 76% of the school population. Non-government schools provided education for the remaining 24% of the school population in the following proportions: Roman Catholic schools 19%; other denominational schools 4%; non-denominational schools 1%.

Higher education is provided by nine autonomous universities and two university colleges, together with various colleges which provide facilities in such fields as technical training and teacher training.

During 1957, the total Australian school population increased by more than 89,000 to nearly 1,878,000 (previous year's increase 92,000).

The following table shows enrolments in Australian government and non-government schools in 1957:

	Government schools	Non-Government schools	Total
New South Wales . . . . .	540,000	175,000	715,000
Victoria . . . . .	360,000	140,000	500,000
Queensland. . . . .	214,000	63,000	277,000
South Australia . . . . .	146,000	30,000 <sup>1</sup>	176,000
West Australia . . . . .	106,000	34,000	140,000
Tasmania . . . . .	59,000	11,000	70,000
<b>Total</b>	<b>1,425,000</b>	<b>453,000</b>	<b>1,878,000</b>

<sup>1</sup> 1956 figure.

**Committee on Australian Universities** The Report of the Committee on Australian Universities, published in 1957 at Canberra, and presented to the federal parliament at the end of November, 1957, included recommendations for a programme of increased financial assistance to Australian universities by the Australian Commonwealth and state governments during the next three years. Both Commonwealth and state governments have agreed to these recommendations.

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. E. MANDER-JONES, Delegate of the government of Australia.

A further important recommendation of the committee, which has been accepted in principle by all governments, was for the establishment of a permanent Australian university committee to advise on university development.

Implementation of the higher level of financial assistance recommended for 1958, 1959 and 1960 will mean that the Commonwealth will contribute, over these three years, more than £21 million towards the costs of universities in the various states. This Commonwealth assistance to universities is, of course, supplementary to grants made by the states. Present Commonwealth grants to universities are for recurrent expenditure only and are made on the basis of £1 of Commonwealth money to £3 of state money. Enlarged recurrent grants on this basis are to continue. In addition, the Commonwealth is to provide over £6 million for a capital building programme over the three-year period, on condition that the state governments contribute an amount which is a little under this figure. To meet some of the most urgent problems of staffing, accommodation and equipment in the universities, the Commonwealth is providing £4,500,000 over the period, as well as making grants of just over £1 million for equipment for new buildings. A further £600,000, to be matched on a £1 for £1 basis with contributions from all other sources is to be made available for buildings at residential colleges affiliated with the universities.

#### **School Building**

The provision of new school accommodation to meet the needs of the increased school population continued to receive primary consideration by state education departments. The New South Wales Department of Education, for instance, opened 23 new primary schools having a total of 122 classrooms, together with 6 secondary schools with 99 classrooms. In addition, 753 classrooms were added to schools already in existence. In Victoria, approximately 419 new classrooms were provided for primary schools and 458 new classrooms for secondary schools. The Queensland Department of Education provided an additional 318 primary and 71 secondary classrooms.

Among the university buildings put into commission during 1957 was the Mackie Building at the University of Sydney, housing the department of social work, the department of tutorial classes (adult education) and the University Appointments Board. At the University of Melbourne, the Russell Grinwade School of Bio-chemistry and the Beaurepaire Centre for Physical Education were completed, as well as a new building for the department of audio-visual aids. This latter building contains dark-rooms and offices, together with a small theatre, a projection room and a complete closed-circuit television system which includes a "flying spot" film scanner and image-orthicon studio television camera. At the University of Western Australia, parts of the new medical school were completed and the full six-year medical course will be provided by the university for the first time in 1959.

#### **Secondary Education in New South Wales**

In October, 1957, the findings of the committee of inquiry into secondary education in New South Wales were published. This committee whose Chairman was Dr. H.S. Wyndham, Director General of Education, examined in particular



the objectives, organization and content of the courses provided for adolescent pupils in the schools of the state. The committee recommended that all pupils be admitted to secondary school without pre-selection, that the secondary school curriculum should cover four years (instead of five) to the age of 16 years, and provide for a common core of subjects with elective subjects progressively added. One of the defects of the present leaving certificate examination is that it attempts to be a terminal examination for the secondary school and an entrance examination for the university at the same time. A recommendation was therefore made that the leaving certificate should be taken after four years and that pupils who wish to qualify for university entrance should stay on at school for a further two years following a course of study designed as a specific preparation for university work.

**Correspondence Education** The Australian system of primary and secondary correspondence education has been developed to meet the needs both of children living in isolated areas and of children who, because of some physical infirmity, are unable to attend education centres. Each state education department has its own correspondence course, which covers the full primary curriculum as well as most subjects included in the secondary school curriculum. The method of instruction is by means of assignments, which students complete and return to the correspondence school for correction. In addition, in each state, daily radio programmes are specially prepared and given for correspondence pupils. The sessions are designed to provide material supplementary to the correspondence lessons, to give advice to home supervisors and to strengthen the personal relationship between teachers, pupils and supervisors.

The following table shows the enrolments and staff statistics of the various state education department correspondence schools:

	Pupils		Full-Time Staff	
	Primary and Infant Schools	Secondary Schools	Primary and Infant Schools	Secondary Schools
New South Wales . . . . .	4,533	1,871	146	144
Victoria . . . . .	1,076 <sup>1</sup>	938	25	23
Queensland . . . . .	4,999	1,116	89	13
South Australia . . . . .	1,565 <sup>1</sup>	449 <sup>1</sup>	48	
West Australia . . . . .	534	369	21	21
Tasmania . . . . .	140	17	16	

<sup>1</sup> 1956 figures.

**School Broadcasts** The Australian Broadcasting Commission continued its series of school broadcasts. These programmes are directed to children in the pre-primary, primary and secondary age groups and are produced by the Australian Broadcasting Commission in conjunction with the state education departments. In each state there is a representative advisory committee of educationists which approves each proposed series of broadcasts. In addition, state education departments second teachers to work with the Australian Broadcasting Commission. These teachers acquaint themselves with problems of compilation and presentation and visit schools to assist teachers in the effective use of broadcasts.

During the year ended June, 1957, the number of schools throughout the Commonwealth equipped with radio receivers increased to approximately 8,500 or 88% of all schools, this being nearly 300 more than the previous year. New schools, particularly the larger ones, are now frequently constructed to include wiring for the reception and relay of broadcasts.

**Colombo Plan Students** During the year, 300 more Asian students came to Australia to train under the provisions of the Colombo Plan, making a total of 800.

Where necessary, preliminary courses of three months' duration were provided by the Commonwealth Office of Education. These full-time courses covered such subjects as English, mathematics, physics, chemistry, history and geography.

Australia also provided training facilities for about 60 students awarded fellowships by the United Nations and its specialized agencies. The majority of these came from South-East Asia.

**Migrant Education** Further advances were made in the Commonwealth government's migrant education programme, the main object of which is the assimilation of non-English-speaking migrants into the Australian population. English instruction was provided on ships bringing migrants to Australia, at reception centres, at evening classes, through correspondence courses and by radio lessons.

State education departments reported increased numbers of students attending English classes and enrolled for correspondence courses. The total number of migrants attending evening classes was approximately 30,000 (29,000 in 1956). Students taking the correspondence course numbered 13,000 compared with 12,600 in the previous year, whilst over 17,000 copies of the monthly radio booklet were distributed to students listening to the radio programme "For New Australians".

During the year, the Commonwealth Office of Education produced the Teacher's Book and Students' Book 2 of the fourth edition of "English for Newcomers to Australia" together with further issues of the journal "English—a New Language". In addition, it prepared a special series of regular weekday broadcasts for new Australian women, entitled "Making Friends".

**New Courses** Courses in hospital administration and traffic engineering were established during the year by the New South Wales University of Technology. Students who enrolled for the 1957 course in hospital administration held scholarships from the Victorian Hospitals and Charities Commission, Commonwealth Repatriation Department, Commonwealth Department of Health and New South Wales Hospitals Commission.

The new school of traffic engineering has instituted a post-graduate course in traffic planning and control. There has been an encouraging display of interest in this course and many students have already been enrolled.

The establishment of a new Degree of Technology has been announced by the University of Adelaide in conjunction with the South Australian School of Mines. The degree will be offered by the university, and the

greater part of the teaching, particularly in the more specialized subjects, will be given by the School of Mines.

**Educational Research** Significant programmes of educational research were undertaken by the various state education departments. In Queensland for instance, an experiment designed to evaluate various methods of instructing young children in reading was completed. As a result, it is expected that by 1959 a new reading scheme will be in operation. A new reading readiness text and a comprehensive teachers' manual are being prepared by the Department of Education.

In Tasmania, an experiment in comprehensive high school organization is being undertaken. Key points of the experiment include non-selective entry at approximately 12 years of age, a common core curriculum, close identification of the schools with the needs of the community and the provision of adequate opportunities for talented youth.

Ten Tasmanian primary schools are taking part in a handwriting experiment. Five of the schools are working on the italic style and the other five are using the "cord-cursive" style which is a Canadian-American approach adapted to Tasmanian conditions. The experiment is in its fifth year and its results in high schools are at present being observed.

Research programmes undertaken in Western Australia included development of school readiness and reading tests, the evaluating of various methods of teaching spelling and the assessment of the education value of school radio broadcasts.

In New South Wales, research undertaken during 1957 included the revision of the social studies course in the primary school curriculum, the preparation of grade workbooks in arithmetic for primary pupils and an investigation of the relative performances of ability groups of high school children in languages and other subjects.

The University of Sydney worked on a survey of adolescents and investigated such problems as adolescent and parent attitudes to education as a means of social mobility. At the University of Queensland, research included such topics as the incidence of mental deficiency in a community, and wastage after the 1956 Junior Examination.

The Australian Council for Educational Research undertook an extensive programme of research which included the development of a scholastic aptitude test at university level and an objective English test for the Western Australian Leaving Examination.

The Commonwealth Office of Education brought to conclusion a major piece of research on partially deaf children. Detailed studies of the progress of students at Australian universities were made, and bulletins were produced on various aspects of Australian education.

Experimental work continued on the application to the teaching of French of methods developed by the Commonwealth Office of Education for the teaching of English as a foreign language. The second part of both a students' and a teachers' book covering a first year secondary school course was produced and used with two experimental classes in New South Wales.

**Seminar on the Teaching  
of Modern Languages**

The Unesco regional seminar on the teaching of modern languages was held in Sydney from 30th January to 26th February, 1957. Representatives from all Australian



states and from the following countries attended : Burma, France, Indonesia, Japan, Nationalist China, New Zealand, North Borneo, Pakistan, Singapore, South Korea, the United States and Vietnam. Discussions centred around the aims of language learning at school, university, teachers' college and adult education level, the preparation of teaching material, the use of audio-visual aids, the testing of achievement, and the training of teachers, etc.

**Handicapped Children** In Western Australia over 1,100 children received tuition in special centres, hospital classes and special classes attached to ordinary schools. In addition, an itinerant teacher assisted 34 convalescent and chronically sick children in the Perth metropolitan area. In Victoria, the "seventh-day school" for mentally handicapped children was opened. This school was specially designed to meet the needs of very dull children and contains six classrooms, a visiting doctor's and psychologist's room, etc. Twenty Victorian teachers completed a course of one term's duration for the certificate of competency in special school work and have now taken up their new positions at a number of Victorian schools.

**Teacher Training** During the year, plans were made to open additional teacher training colleges in New South Wales and Queensland, while South Australia opened a second teachers' college with an initial intake of 300 students. At the end of the year there was a total of 22 state-controlled teachers' colleges in Australia.

Due to the rapid expansion of the school population state education departments have adopted various measures to attract new recruits to the teaching services. These include the provision of additional scholarships for secondary school pupils prior to entering teachers' colleges, new salary scales and recruitment campaigns to publicize teaching as a profession. Thus in Queensland approximately 1,500 students received assistance to complete the last two years of their secondary school course prior to entering the teachers' college. In South Australia 881 students were in attendance at the two teachers' colleges operating in that state.

The following table shows the number of primary and secondary teachers employed in government schools during 1957 :

	Primary Teachers	Secondary Teachers	Total
New South Wales . . . . .	12,700	6,200	18,900
Victoria . . . . .	11,800	6,100	17,900 <sup>1</sup>
Queensland . . . . .	5,700	800	6,500
South Australia . . . . .	3,500	800	4,300
West Australia . . . . .	2,400	1,100	3,500
Tasmania . . . . .	1,500	700	2,200
Total	37,600	15,700	53,300

<sup>1</sup> Figures include students in training.

**Teacher's Conditions  
of Service**

During 1957 salary increases occurred in New South Wales and Victoria while reclassification of the teaching services in Western Australia and Tasmania also involved salary increases.

**Conclusion**

During 1957, approximately 97% of children of school age were receiving regular instruction at either government or non-government primary and secondary schools throughout Australia. Most of the remainder are children living in extremely remote areas or who, through severe physical disability, are incapable of school attendance. In general, educational standards mentioned in previous reports were maintained and further progress in a number of directions was achieved.

## AUSTRIA

### EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

*Vocational Training — “Werksschulheim” — New Curricula — The First Two School Years — Rural School Conference — Education Conference — Five-Day Week — Civic Education — Handicapped Children — Psychology Services — Children’s Villages — “Youth in Distress” — Quantitative Development*

**Vocational Training** Vocational training institutions in Austria celebrated their bi-centenary with an impressive exhibition held in the Vienna technical museum from 10th May to 8th June. The exhibits and the varied programme of events not only bore witness to the wide range of vocational training offered, but also gave a vivid picture of the broad general education provided in these schools, particularly in the arts.

There has been a further expansion of the inspectoral system, and a number of new vocational schools have been opened in the provinces (courses of several weeks’ duration for apprentices, usually in establishments with boarding accommodation) for leather-work and optical trades, vulcanization, ceramics, pottery, and the manufacture of small arms.

The association of schools for social workers (general welfare workers and family case-workers) have laid down for the training of general welfare workers a total of 1,440 compulsory periods of instruction, coupled with a total of 1,100 to 1,300 hours of compulsory practice in various branches of welfare under the supervision of the school in question, and 300 to 500 hours’ practical welfare work of a type to be selected by the student. Training lasts two years. The course of instruction for family case workers is based on a total of 1,050 periods of instruction, plus 1,040 hours of compulsory practice.

The Federal Ministry of Social Service has recognized the right of the school for general welfare workers in Vienna to issue diplomas.

In intermediate commercial education, a novel form of instruction has been introduced—the *Lehrbüro*. In a week’s concentrated course, during which normal school routine is interrupted, the top class in commercial schools and the two last classes in commercial colleges receive instruction in office practice and modern office technique.

**“Werksschulheim”** In 1951 the *Werksschulheim Felbertal* was established in the Felber valley in the province of Salzburg. It is the aim of this technical school to combine in a nine-year course a general secondary education with a complete programme of instruction in a trade. The *Werksschulheim* is a boarding school. Admission is on the basis of a selection week, the first year being probationary.

<sup>1</sup> From the report sent by the Federal Ministry of Education of Austria.



The course lasts nine years whereas the normal secondary school course takes eight years. General education is the same as in the *Realschule*.

The bulk of the educational work is done in the *Heimgruppe*, a unit of not more than ten pupils under the supervision of a group leader. The group leaders work as a team with the headmaster of the school. The number of pupils in each class must not exceed twenty in the lower forms and fifteen in the upper (last five) forms.

The *Werksschule* maintains close contact with industry and the trades, the boy scout movement and youth organizations. The school is Christian in outlook, but respects all faiths.

The school was established in 1951 with five teachers and twenty-five pupils. In July, 1954, the school was given state recognition. In the summer of 1956 the first school-leaving and trade certificate examinations were held. In six years of experimental work the fundamentals of the project were worked out and its practicability proved.

#### New Curricula

The curriculum for teachers' training colleges and a directive on the shorthand curriculum at technical and trade schools have been published.

#### The First Two School Years

The educational experiment of treating the first two school years as an organic unit has been in progress since the beginning of the 1955-1956 school year. The experiment has been carried out in all primary schools run by the city of Vienna (450 teachers and nearly 15,000 pupils) and in 142 classes of 127 primary schools in Styria, where there are close upon 680 primary schools. Many difficulties encountered in teaching writing and arithmetic in the first school year were solved by postponing their treatment until the second year (numbers above ten), much to the benefit of backward pupils, pupils from unfavourable environments, slow pupils, and pupils with high absence figures; on the other hand, this method permits more gifted children to work at their own rate. As a result, a general improvement in attainment was observed. The experiment provides an opportunity of re-thinking the whole theory of primary teaching method. Gradually, results are being obtained that make an important contribution to the revision of the primary school curriculum.

**Rural School Conference** This conference, held in the autumn of 1957, was devoted to the advanced divisions of rural primary schools, the general reorganization of intermediate schools and rural special schools.

The strong drift of pupils from the primary school to the intermediate school (advanced division for fifth to eighth school years) and to the secondary school, has shown the need for a revision of the intermediate school curriculum. The conference worked out general suggestions for an intensification of experimental work in intermediate schools, and for the development and provision of special schools in rural areas.

#### Education Conference

The third meeting of the permanent education conference, held in January, 1958, and attended by educationists of the Federal Ministry of Education, education officers from the provinces of

Austria and representatives of teachers at primary, intermediate and secondary schools, and teacher training colleges in all provinces, was concerned with the following questions : (a) the school and adult education, (b) the introduction of the five-day week in schools, and (c) education for citizenship and the European movement.

The cooperation of teachers in adult education institutes is welcomed and should be encouraged; the promotion of adult education should be a concern of the teacher training schools, which should encourage contact and cooperation between adult education institutes and the schools. The provision of classes for parents has made adult education a valuable ally of the schools.

#### **Five-Day Week**

The five-day week has long been a reality in 12% of primary schools and 8.5% of intermediate schools, so affecting 4% and 6% of pupils respectively. Analysis of experience shows that a certain degree of homogeneity of family income and weekend activity is a pre-requisite for the introduction of the five-day week. In general, it has been discovered that it is impossible to compensate for the lost day by prolonging the morning session. A sufficiently long midday break is essential, and lunch should be provided for the pupils. Nevertheless, it is almost inevitable for intermediate school pupils to be overworked on these five days.

The five-day week in primary and intermediate schools can, in the light of this experience, be introduced only regionally, with the consent of the parents and on the advice of the teachers. The long-planned raising of the school-leaving age can consequently no longer be postponed.

In secondary schools, a change-over to a five-day week would require radical reorganization. A year would have to be added to the course and the number of pupils per class reduced. The re-appraisal and radical pruning of the curriculum would have to be carried out. The training of pupils in independent activity would have to be intensified as far as possible, in order to enable them to make use of the greater amount of leisure at their disposal.

#### **Civic Education**

A number of recommendations were made with regard to education for citizenship and the European movement, attention being drawn to the development of community spirit in the early stages of schooling as the first step towards education for citizenship. In the last stage of compulsory education pupils should be introduced to the idea of European integration, starting from the concept of home and fatherland. As for secondary schools, it was shown how the curriculum could be organized from the viewpoint of Europe as the underlying theme in all subjects, and correspondence with pupils in other European countries, pupil-exchange schemes, educational travel, teacher exchange, etc., were recommended.

#### **Handicapped Children**

278 classes for backward children have been provided in primary and intermediate schools, even in rural areas. Both hospital schools and special schools for physically handicapped children have been provided, with facilities for remedial gymnastics, movement and occupational therapy, underwater, electrical and radiation therapy.

**Psychology Services**

With the establishment of provincial *Schule und Beruf* offices for vocational guidance in two more provinces, the extension of this service to the whole country is now complete. Aptitude tests for admission to vocational schools have been experimentally extended to institutions for commercial training. In order to help all school-leavers with adequate advice in the selection of a career, the series of *Schule und Beruf* pamphlets has been extended by 18 more numbers making the present total 120, and the *Österreichische Berufskartei* index has been extended by 25 references, making 185 cards in all.

**Children's Villages**

A new form of orphan care and education, the *Kinderdorf* or children's village, is gaining more and more ground.

The children's village at Imst, in the Tyrol, looks after 162 children in 18 houses; 27 children are cared for in the 3 houses of the village at Lienz in the Eastern Tyrol.

At Altmünster, in Upper Austria, 99 children live in 11 houses, and at Hinterbrühl, in Lower Austria, there is so far only one family. The construction of 25 houses has been started. At Moosburg, in Carinthia, the construction of 4 houses has begun.

Other organizations are now following the example of the movement.

**"Youth in Distress"**

The "Youth in Distress" Conference was held in Salzburg from 2nd to 9th May, 1958. The participants worked together with the conference speakers in 15 sub-committees to deliberate in the problems of youth and put forward concrete proposals.

**Quantitative Development** The following statistics show numbers in the different types of school in 1957-1958, with the percentage of increase or decrease in comparison with the preceding year :

	State Schools	+ — %	Private Schools	+ — %
Nursery schools . . . . .	44,791	+ 3	23,714	+ 1
Primary schools . . . . .	504,817	— 2	13,709	— 3
Intermediate schools . . . . .	187,054	— 1	10,452	+ 1
Special schools . . . . .	18,739	+ 5	562	+ 2
Secondary schools . . . . .	71,992	+ 3	12,174	+ 3
Teacher training colleges . . . . .	2,864	+ 6	1,547	+ 6
Training colleges for nursery school teachers . . . . .	384	— 4	411	— 4
Training colleges for domestic science teachers . . . . .	135	— 11	132	— 10
Vocational schools for apprentices . . . . .	151,490	+ 3	—	—
Technical and trade schools . . . . .	14,573	+ 7	609	+ 6
Vocational schools for girls . . . . .	4,904	— 2	5,078	+ 1
Schools for social work . . . . .	—	—	109	+ 9
Schools for hotel and catering trades . . . . .	—	—	467	— 2
Secondary commercial colleges . . . . .	2,868	+ 5	5,170	+ 6
Other commercial schools . . . . .	3,023	0	8,433	— 1
Higher level institutions . . . . .	27,296	+ 19	—	—

The total number of pupils was therefore 1,117,497 (1,115,465 in 1956-1957), making an increase of 0.18%.



The following statistics show numbers of teachers in the various types of school in 1957-1958, with the percentage of decrease or increase over the previous year :

	State Schools	+ — %	Private Schools	+ — %
Pre-primary education . . . . .	1,814	+ 2	1,040	+ 5
Primary and intermediate education . . . .	32,639	— 3	1,379	— 1
Secondary schools . . . . .	5,069	+ 4	—	—
Vocational schools and training colleges . . .	7,389	+ 14	2,115	+ 1
Higher level institutions . . . . .	3,624	+ 3	—	—

The total number of teachers was therefore 55,069, making an increase of 1%.

## BELGIUM

### EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

ADMINISTRATION — *Central Administration* — *Administration of Studies* — *Administration of Scientific Research* — *Subsidies* — *Budget* — *School Building* — QUANTITATIVE DEVELOPMENT — *School Population* — *Primary Education* — *Secondary Education* — *Technical Education* — *Teacher Training* — *Art Education* — *Higher Education* — ORGANIZATION — *Primary and Pre-Primary Education* — *Special Education* — *Secondary Education* — *Teacher Training* — *Technical Education* — *Higher Education* — *Vocational Guidance* — CURRICULA, SYLLABUSES, METHODS — *Primary Education* — *Secondary Education* — *Technical Education* — *Nursing Schools* — TEACHING STAFF — *Further Training* — *Status* — AUXILIARY SERVICES — *Brussels Exhibition* — *Boarding Schools* — *Vocational Guidance* — *Medical Examinations* — *School Films* — *Scholarships*.

#### ADMINISTRATION

**Central Administration** The reorganization mentioned in the last report has been completed and officially promulgated by the royal decree of 2nd September, 1957. The main administrative departments are now as follows: (1) General secretariat. (2) Administration of studies. (3) General services. (4) Higher education and scientific research. (5) Secondary education and teacher training. (6) Technical education. (7) Primary and special education. (8) Educational services. (8) Art, letters and people's education. (10) Buildings and funds for state school and university construction.

**Administration of Studies** The administration of studies department was set up in September, 1957, within the general framework of the central administration reorganization in the Ministry of Education. It includes four divisions: (a) pedagogical studies; (b) legal studies; (c) sociological studies; (d) information and documentation.

The first two divisions carry on their former work but in a new administrative framework, while the other two have been freshly created.

The task of the administration of studies department is: (a) to study those general social, economic and educational problems which influence the Department's policy in matters of education; (b) to make known the results of its work for the benefit of teachers, civil servants and research workers, and to see that public opinion at home and abroad is informed of this work; (c) to organize and extend available information on educational institutions and on educational and cultural achievements in Belgium and abroad. In addition to these functions there is also the more specialized

<sup>1</sup> From the report submitted to the XXIst International Conference on Public Education by Mr. Marion COULON, Delegate of the government of Belgium.

work of the legal division which continues to operate as the Department's legal adviser.

The administration of studies department has begun its work by producing two recent publications, "The Statistical Yearbook of Education" and the review "Studies and Documents".

#### **Administration of Scientific Research**

The scientific research department largely replaces the science division. The Ministry of Education's aim in making it a special department in March, 1958, was to stress the importance of scientific research today. The Ministry gave it a new status in the form of an administration capable of dealing with the many problems arising in this field, in particular, the running of state scientific establishments, the promotion of scientific research in national and interuniversity research centres, and Belgium's participation in the promotion of scientific research by such international organizations as OEEC and NATO.

#### **Subsidies**

There are few new measures of note as regards subsidies, but the following might be mentioned : (a) the law of 3rd March, 1958, making public authorities responsible for the cost of transporting, where necessary, abnormal and similarly handicapped children to special schools; (b) the royal decree of 27th November, 1957, governing the grant of subsidies to approved teacher training schools; (c) the royal decree of 28th April, 1958, fixing salary regulations for staff in subsidized schools; (d) the royal decree of 18th November, 1957, on hygiene and sanitation conditions in subsidized schools; (e) the royal decree of 12th August, 1957, governing the eligibility of new divisions for subsidy; (f) the ministerial decree of 6th June, 1957, regulating subsidies for vocational guidance centres; (g) the royal decrees of 9th November, 1957, and 28th January, 1958, regulating the award of subsidies to French language theatres and to operatic and symphonic works.

#### **Budget**

The ordinary annual education budget totalled, in 1956, 9,436,228,000 Belgian francs, and in 1957, 10,393,754,000 Belgian francs (+957,526,000), an increase of 10.1%. This budget represents 11.3% of the state budget.

#### **School Building**

Work on school building continued in the various sectors of education. For 1957, the cost of work and purchases was as follows: secondary education 227,280,839 Fr.; higher education 99,675,895 Fr.; technical education 177,978,947 Fr.; teacher training 29,026,998 Fr.; fine arts and miscellaneous 5,207,451 Fr.; total 539,170,130 Fr.

### **QUANTITATIVE DEVELOPMENT**

#### **School Population**

The following figures show the total population in full-time schools in 1956-1957 classified according to age and sex. It should be noted that for students of 25 years old and over the percentage has been calculated on the basis of the population of 25 years of age only.



Ages	Total School Population		Percentage of Pupils in Each Age Group	
	Boys	Total	Boys %	Total %
Under 3 years . . . . .	3,037	6,095	4.15	4.25
3 but less than 4 years. .	52,527	103,372	73.40	73.96
4 " 5 years. .	61,358	120,519	85.90	86.45
5 " 6 years. .	66,516	130,362	96.53	96.38
6 " 7 years. .	70,118	137,917	99.88	99.91
7 " 8 years. .	69,827	136,994	98.75	98.74
8 " 9 years. .	70,525	138,439	98.28	97.91
9 " 10 years. .	70,719	138,418	99.95	99.46
10 " 11 years. .	71,175	138,684	97.98	97.31
11 " 12 years. .	60,463	118,489	98.86	97.91
12 " 13 years. .	59,966	116,760	97.76	96.71
13 " 14 years. .	56,946	112,099	96.35	96.53
14 " 15 years. .	36,225	69,763	70.30	69.00
15 " 16 years. .	26,281	50,527	55.90	54.33
16 " 17 years. .	23,907	43,605	45.57	41.90
17 " 18 years. .	19,704	34,066	34.31	29.64
18 " 19 years. .	16,655	28,269	27.95	23.82
19 " 20 years. .	9,926	15,401	17.06	13.39
20 " 21 years. .	7,290	10,568	12.75	9.28
21 " 22 years. .	5,856	9,066	10.12	7.89
22 " 23 years. .	4,101	4,875	6.90	4.11
23 " 24 years. .	2,720	3,130	4.48	2.59
24 " 25 years. .	1,933	2,192	3.02	1.71
25 years and over . . . . .	4,098	4,992	6.23	3.80

**Primary Education** The following statistics show the numbers of pupils in pre-primary and primary establishments in 1956-1957 and 1957-1958.

<i>Nursery Schools</i>	1956-1957	1957-1958	Difference
State schools . . . . .	9,963	11,568	+ 1,605
Provincial and communal schools .	103,945	104,838	+ 893
Independent schools . . . . .	236,895	244,484	+ 7,589
<b>Total</b>	<b>350,803</b>	<b>360,890</b>	<b>+10,087</b>

<i>Primary Schools (first three classes)</i>	1956-1957	1957-1958	Difference
State schools . . . . .	61,365	69,035	+ 7,670
Provincial and communal schools	355,158	353,509	- 1,649
Independent schools . . . . .	442,881	453,049	+10,168
<b>Total</b>	<b>859,404</b>	<b>875,593</b>	<b>+16,189</b>

<i>Primary Schools (fourth class)</i>	1956-1957	1957-1958	Difference
State schools . . . . .	23	27	+ 4
Provincial and communal schools	25,586	23,552	- 2,034
Independent schools . . . . .	52,831	48,626	- 4,205
<b>Total</b>	<b>78,440</b>	<b>72,205</b>	<b>- 6,235</b>

**Secondary Education** Ten new mixed state secondary schools have been opened and 8 secondary schools have been turned into *athénées*. One mixed secondary school has been divided into a boys' school and a girls' school. Several new divisions were introduced last September in secondary schools: nursery school courses, primary courses, Latin, family courses, commercial, technical and vocational branches. The State has taken over 5 communal primary schools and 6 communal nursery schools.

The following statistics on numbers at secondary level do not include pupils in lower secondary demonstration schools attached to secondary teacher training schools. These schools contained 1,862 pupils in 1956-1957.

	1956-1957		1957-1958		Difference	
	Boys	Girls	Boys	Girls	Boys	Girls
<i>State Schools</i>						
Classical studies (lower stage) . . .	10,153	5,432	11,024	6,213	+ 871	+ 781
(upper stage) . . .	5,028	2,366	5,028	2,471	—	+ 105
Modern studies (lower stage) . . .	16,024	9,871	16,493	11,179	+ 469	+ 1,308
(upper stage) . . .	5,013	1,790	4,789	1,778	— 224	— 12
Applied or technical courses . . . .	3,889	6,359	4,925	6,987	+ 1,036	+ 628
<i>Provincial and Communal Schools</i>						
Classical studies (lower stage) . . .	1,259	1,283	1,505	1,717	+ 246	+ 434
(upper stage) . . .	539	558	570	614	+ 31	+ 56
Modern studies (lower stage) . . .	1,716	1,890	1,893	2,509	+ 177	+ 619
(upper stage) . . .	231	202	289	256	+ 58	+ 54
Applied or technical courses . . . .	66	358	20	319	— 46	— 39
<i>Independent Schools</i>						
Classical studies (lower stage) . . .	21,172	7,153	21,248	8,101	+ 76	+ 948
(upper stage) . . .	11,422	3,501	11,497	3,692	+ 75	+ 191
Modern studies (lower stage) . . .	21,374	15,387	22,979	18,479	+ 1,605	+ 3,092
(upper stage) . . .	7,058	2,039	7,133	2,318	+ 75	+ 279
Applied or technical courses . . . .	—	2,659	—	2,656	—	3

**Technical Education** Between 16th October, 1956, and 15th October, 1957, the State opened 17 new establishments comprising 14 full-time schools and 30 part-time courses, and also opened 16 full-time schools and 10 part-time courses in existing establishments.

Among establishments belonging to the provinces and communes, the State granted subsidies to 9 new establishments comprising 12 full-time schools and 4 part-time schools, and also to 23 full-time schools and 24 part-time courses in existing establishments.

As regards private establishments, the State granted subsidies to 25 new establishments comprising 30 full-time schools and 3 part-time schools, and also to 10 full-time schools and 3 part-time courses in existing establishments.

The increase in numbers has been very marked in full-time education, although the years of greater population are only just beginning. The number of boys rose from 78,558 to 89,015 and the number of girls from 78,129 to 83,439, making an increase of 15,767 pupils, or more than 10% by comparison with 1956-1957. Progress is particularly marked at lower secondary level (children from 12 to 16 years old). An increasingly large proportion of young people are taking up technical studies at the end of the primary course. This tendency is particularly strong among boys.

In part-time education, the number of boys has risen from 67,143 to 67,801 and the number of girls from 35,384 to 36,073.

The following statistics show the number of pupils in technical education establishments in 1956-1957 and 1957-1958.

<i>Full-Time</i>	1956-1957	1957-1958	Increase	Increase %
Higher level (+18 years)	14,826	15,634	+ 808	+ 5.45
Upper secondary level (15-18) . . . . .	36,468	38,554	+ 2,086	+ 5.72
Lower secondary level (12-15) . . . . .	105,393	118,266	+12,873	+12.21
<b>Total</b>	<b>156,687</b>	<b>172,454</b>	<b>+15,767</b>	<b>+10.06</b>
<i>Part-Time</i>				
Upper secondary level . .	8,837	9,961	+ 1,124	+12.72
Lower secondary level . .	93,690	93,913	+ 223	+ 0.23
<b>Total</b>	<b>102,527</b>	<b>103,874</b>	<b>+ 1,347</b>	<b>+ 1.3</b>
<b>Grand total</b>	<b>259,214</b>	<b>276,328</b>	<b>+17,114</b>	<b>+ 6.6</b>

**Teacher Training** Numbers of pupils in the country's teacher training schools in 1956-1957 totalled 20,462.

In the state's teacher training schools students were divided as follows : nursery school teaching, 973 students; primary teacher training, 2,713 students; secondary teacher training, 1,305 students; total 4,901 students.

For the school year 1957-1958 the statistics are still being analyzed.

**Art Education** An increase in the number of pupils between 15th October, 1956, and 15th October, 1957, is also visible in art education. For music the numbers have increased from 31,073 to 31,279, and for drawing, from 8,441 to 8,560.

**Higher Education** The total number of students both Belgian and foreign registered in the universities and higher establishments was 25,169 in 1956-1957 and 26,605 in 1957-1958, an increase of 5.7%.

## ORGANIZATION

**Primary and Pre-Primary Education** There is nothing of note except the tendency, revealed by the statistics, for the fourth primary class to provide new types of secondary education.

**Special Education** Five experimental day-classes have been set up for the education of spastic children (the classes are attached to teacher training schools).

**Secondary Education** As an experiment, the entry classes in six secondary schools have been made guidance classes.

Six hours' technical education have been included in the common core of general studies for all children. Optional Latin is also provided.

The law of 12th March, 1958, set up a central board of examiners to award lower secondary certificates.



**Teacher Training**

A far-reaching reform has been carried out in the three sectors of teacher training. Lower secondary teacher training maintains its traditional two-year structure, but the curriculum is now followed in conjunction with the upper secondary course, in one of the six following divisions: mother tongue-history; modern languages; mathematics-physics; science-geography; physical education; visual arts.

Primary and nursery teacher training have abandoned their traditional autonomous structure and now cover four years based on a study of the humanities (all divisions). During the last two years the time is divided between professional training and general education (corresponding to the last year of general studies).

**Technical Education**

The secondary technical education reform is now being applied. A new plan of organization was worked out for the implementation of the law and was introduced by the royal decree of 1st July, 1957.

Secondary technical education should train the pupils so that they can go out into the world at the end of any of its stages with a valid qualification. However, all aspects of vocational training must be taken into consideration. This certainly demands in the first place a thorough technical and practical training. However, the school cannot carry apprenticeship to the point of turning out workers capable of an immediate maximum output, without the necessity of supplementary apprenticeship in industry. The main aim of the school's training should be to lay the foundations which will allow of rapid adaptation once work has been started.

As it must be supposed that the child completing his sixth primary year at the age of twelve is capable of following any type of education, the first year is considered as common to pupils of the technical school and the vocational school. Further, this year of general guidance gives the pupil the chance to show his intellectual qualities and manual skills so that the subsequent choice of a course is more reliable.

After the first year, the child may continue in a direction commensurate with his intellectual standard. Care has also been taken to provide suitable instruction for children who have not obtained their primary certificate at the age of 13. For this reason the second technical school year must be kept separate from the second vocational school year. At the beginning of the second year, the pupil must also be helped to choose the vocational group he desires to enter: agriculture, mechanics, wood, commerce, etc. As the end of this second year, he may, of course, by means of a supplementary test, change his division.

It is only in the third year that true vocational training can begin. However, it is constantly borne in mind that a thorough general training must still be provided, so that pupils desiring it may go on to the upper secondary stage after the third year.

Since pupils wishing to continue their studies pass into the upper secondary stage after the third year, the fourth year of the lower stage is, in all branches, considered as a final year, during which a sound training for working life is provided.

New technical branches introduced by the State include automation and industrial electronics. Hitherto courses on these subjects were given,

but now they are separate subjects for specialization at the upper secondary level (technician) and higher level (engineer-technician).

Similar innovations have been made by subordinate authorities and by private educational bodies, and the State encourages such new departures.

#### **Higher Education**

The following are the main legal measures and regulations concerning higher education: (1) Recent measures regulate the equivalent rating of certain French and Dutch diplomas, mainly in science, and the corresponding Belgian diplomas. Equivalent rating is obtained by means of one or more supplementary examinations, according to the subject concerned. This permits foreign students to pursue their higher education in Belgium. (2) Residents of foreign origin holding a scientific diploma of doctor of medicine, surgery and midwifery, or veterinary medicine, or of graduate in dentistry or pharmacy, of one of the four Belgian universities, may, if they fulfil certain conditions and pass a supplementary examination, obtain the same diploma on a legal basis. In this way they are authorized to exercise their profession in Belgium. (3) The conditions for entry into the university from secondary education have been made far more flexible by the law of 12th March, 1958. This law makes it easier to guide pupils at the secondary level and tends to regularize irregular studies pursued at lower secondary level.

New courses include: (a) elements of hydro and aero-dynamics at the faculty of applied science of the State University of Liège, and several changes in the examination syllabus for the degrees of aspirant civil engineer, civil engineer and leading engineer, made by the royal decree of 4th December, 1957; (b) introduction to the teaching of Italian and Spanish for the degree in philosophy and arts, Romance philology group, of the State University of Liège, by the royal decree of 12th November, 1957; (c) American literature and civilization at the faculty of philosophy and arts, Germanic philology group, of the State University of Liège, by the royal decree of 19th February, 1958; (d) an institute of philology and history for the East, Eastern Europe and Africa, in the faculty of philosophy and arts of the State University of Ghent, by the royal decree of 12th December, 1957.

#### **Vocational Guidance**

The new statute extends the functions of vocational guidance centres, which now must not only carry out vocational guidance tests, but also collaborate in supervising those tested, under the principle of continuous guidance.

The ministerial decree of 6th June, 1957, has regulated the implementation of the royal decree of 4th May, 1956, on the material organization and administration of the centres, and the duties and functions of the staff.

### **CURRICULA, SYLLABUSES, METHODS**

#### **Primary Education**

The revision of the 1936 curriculum, mentioned in previous reports, is complete. The new document will be implemented in September, 1958.

No new subjects have been added to the course and none have been removed from it. The revision concerned the presentation of the syllabus (precision, order of the various items, order to follow, etc.) and aimed at

making instructions as to method clearer and more precise. In short, the revised curriculum will be more practical than the 1936 plan, and will consequently be a surer guide for teachers.

**Secondary Education** Since September, 1957, all state secondary education establishments have adopted the following procedure for their first-year classes: (1) The number of lessons per week has been reduced from 36 to 30. (2) The "school record card" has been introduced in all first year classes, in order to have more information about the pupils and so guide them more effectively by discovering their talents. (3) In all schools "class committees" have been introduced. These are periodic meetings of class teachers to solve general and special problems arising in the class. The "class director" coordinates the work of the committee, which is developed in close collaboration with the psycho-medico-social centres, the number of which has been increased. (4) With the dual aim of observing the children and of developing their general culture by providing opportunities for free activity, clubs or extra activities have been introduced in all these classes. (5) To introduce an even more advanced reform, classes have been set up called "experimental sixth forms" (entry class), in which there is a common and somewhat reduced time-table and the pupils are observed in activities intended to aid in their guidance.

**Technical Education** In addition to the innovations described above, the Higher Council has continued its preparation of time-tables and guiding syllabuses for both state schools and subsidized establishments.

**Nursing Schools** As from 17th August, 1957, these courses have been revised and considerably strengthened, particularly as regards secondary education which is from now on required as a basis for nursing studies.

### TEACHING STAFF

**Further Training** Primary education conferences in 1957-1958 dealt with the method of carrying out "active observation of environment", which is the basis of primary teaching. This is not a question of reform, but of providing clearer indications for the teachers, and it is expected that observation of the environment will be better understood and better practised as a result.

As in previous years, an Educational Information Week was held during the Easter holidays, in which about 800 teachers took part. The general theme was "Thought and its Expression in Language". The aim of the organizers was not to promote new methods or techniques of instruction, but to encourage teachers to make their teaching of the mother tongue both functional and progressive.

To acquaint teachers with the details of the secondary education reform, several meetings were organized in the schools themselves, where practising teachers who have adopted the reforms came to tell their colleagues the results of their experience.

**Status** Recent legal measures fixed the status of senior teachers in preparatory divisions, of *régents* in grammar schools and of certain members of the administrative staff.

The status of the technical staff in vocational guidance centres was fixed by the royal decree of 15th April, 1958.

On the same date a royal decree was issued on the financial position of the teaching profession. It did not, however, contain new measures, but rather, a standardization of current scales. These have not in fact been changed to any extent.

### AUXILIARY SERVICES

#### Brussels Exhibition

The Ministry of Education played a considerable part in the Brussels Exhibition of 1958, both in the Belgian section, where it is represented by four groups (science, art and its means of expression, education and general teaching, and vocational training), and in the Congo pavilion. Many foreign countries also showed the educational achievements of their people in their national pavilions.

A reception service was run at the exhibition to make it accessible, under very reasonable economic conditions, to the many teachers and school groups from abroad.

#### Boarding Schools

In September, 1957, four boys' boarding schools were opened in state secondary education. Boarding facilities were also introduced at the state technical school in Roulers. Considerable efforts have also been made to provide an increased number of school canteens and dining rooms.

#### Vocational Guidance

The central vocational guidance service, which aims at aiding the work of psycho-medico-social and vocational guidance centres as far as possible, is attempting to collect for these institutions the information necessary for a soundly based educational and vocational guidance service. This documentation is distributed to psycho-medico-social centres and vocational guidance centres in the form of pamphlets. An information booklet on vocational guidance in Belgium is at present in preparation.

#### Medical Examinations

At higher education level, one might mention the royal decree of 5th February, 1958, modifying the decree of 21st November, 1955, implementing the law of 30th December, 1952. This makes an annual medical examination compulsory for all students at higher level, in order to discover infectious diseases.

#### School Films

The number of different cultural and educational sound films in one or other of the two national languages has been increased from 1,761 to 1,876 (+6.53%). The number of available copies is 10,378, as compared with 9,151 in 1956 (+13.4%).

The number of films in foreign languages is now 147, as compared with 144 in 1956 (+2.08%). The number of copies of these films is 286 as compared with 283 in 1956 (+1.06%).

The number of times films were borrowed amounted to 39,411 in 1956 and 42,009 in 1957 (+0.8%). The number of borrowers rose from 2,888 in 1956 to 3,166 in 1957 (+0.9%).

An International Film Centre for Young People was set up in Brussels by the royal decree of 29th July, 1957. It is open to all who are interested in educational films.



**Scholarships**

The financial effort of the National Study Fund has been continued during the 1957-1958 school year, which is its third year. A total of 106,728,163 Belgian francs for 15,685 scholarships was awarded. (In 1956-1957, there were 12,593 scholarships amounting to 76,787,097 francs.)

The National Study Fund's credit for the 1958-1959 school year amount to 135 million francs. In 1954, before the Fund was instituted, credits for scholarships totalled only 39 million francs.

Finally, instructions have been given on methods of selection, particularly to committees selecting candidates for secondary level scholarships. The committees' attention has been drawn to the need to select only the most deserving students, so that they may receive scholarships large enough to cover the essential cost of their studies.

# BRAZIL

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

ADMINISTRATION — *Education Act* — *Educational Aims* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *Educational Reform in the State of Rio Grande do Norte* — *Primary Schools and Vocational Training* — *Guidance Workers' Training* — CURRICULA, SYLLABUSES, METHODS — *Plans for Secondary Education Reform* — *Experimental Secondary Classes* — *Commercial Education and Activity Methods* — *Textbooks* — TEACHING STAFF — *Further Training* — *Training of Experts* — AUXILIARY SERVICES — *Social Assistance* — *Recreation in the Street* — *Teachers for the Blind*

### ADMINISTRATION

**Education Act** Discussion is going on in Congress on the bill presented by the executive on the basic principles of national education. The main lines of the bill are: (1) free schooling, introduced first into official primary education, and later extended to secondary and higher education; (2) wider autonomy for state and municipal governments in the administration of their educational systems; (3) a school year with a minimum of 200 working days; (4) fixing of criteria for the recognition of secondary schools by the state administrations and by the Federal District; (5) deciding which are to be compulsory and which optional subjects at secondary level; (6) a state examination at the end of each stage of secondary education; (7) technical and vocational training to be provided compulsorily by industrial and commercial enterprises for apprentices who have not yet reached their majority; (8) three types of establishment for training primary teachers, the last to consist of two years' study at university level; (9) university colleges to be set up in connection with higher level schools, providing two-year courses for these schools; (10) university autonomy as regards instruction, administration and finance; (11) biannual national education conferences sponsored by the Ministry of Education and Culture, with the object of achieving cooperation between the Union and the local authorities.

**Educational Aims** In view of the increased rate of the country's economic development and its industrialization, and of the fact that the economic structure should lead to a new spirit in education, the government of the Republic has drawn up a suitable programme comprising the following measures.

*Primary education:* (a) The school is to be organized according to the pupils' age (1st class, 7-8 years; 2nd class, 8-9 years; 3rd class, 9-10

<sup>1</sup> From the report sent by the Ministry of Education and Culture of Brazil.

years; 4th class, 10-11 years.) (b) A simpler system of promotion is to be adopted. (c) Classes for illiterate older children are to be formed (as these classes take 20,000 new pupils each year, they will cease to be needed in six years' time). (d) School time-tables are to be extended gradually to reach a six-hour school day for all children. (e) Schooling is to be extended to six years in urban areas, and four years in rural districts. This plan provides for the addition of the fifth year in 1958 and the sixth in 1959. (f) The Federal Union is to help in the training and further training of teachers, especially those for the two additional primary years. This will take the form of the improvement and increase of training schools and the award of scholarships to teachers. (g) Limited experiments will be carried out in methods of abolishing illiteracy.

*Secondary education:* (a) Secondary education is to be reformed to adapt syllabuses to the country and its intense development. (b) The structure of secondary education is to be reformed and steps taken to relieve congestion in general education schools. (c) Secondary schools are to be joined together in an educational centre providing different types of education. (d) Experimental schools are to be authorized, where it will be possible, under strict supervision, to study the results of new educational methods and theories. (e) Bill No. 501, of 1955, granting legal status and educational, administrative and financial autonomy to schools of the Ministry of Education and Culture, under the direction of a community board, is to receive speedy approval. (f) The school network is to be extended according to the conditions and requirements of each region, and in particular, vocational education is to be stimulated. (g) Federal allocations for secondary schools are to be used for scholarships, building and equipment and teacher training. (h) Official and private organizations are to be encouraged in the setting up and enlargement of industrial and agricultural schools. (i) Industrial schools will be authorized to accept orders given to their pupils provided that the apprenticeship is not interfered with. (j) Agricultural schools will be authorized to use the proceeds of sales of the raw and industrial produce of their property and of cattle. The money must be used to improve the school's produce and for agricultural training in the surrounding district. (k) Existing agricultural schools are to be enlarged and improved rather than new ones built. (l) New scholarships are to be awarded to a total of 39,950 scholarships for lower secondary education, 6,466 for upper secondary pupils, 26,067 for commercial school pupils, 9,144 for industrial courses, 10,592 for teachers in training and 6,942 for pupils taking agricultural courses (99,161 scholarships in all).

*Higher education:* (a) Existing schools of engineering are to be developed to take 1,000 more students each year. (b) Staff are to work full-time and students' attendance is to be made compulsory. (c) Higher education is to be thoroughly overhauled to take into account present requirements. (d) New further training courses are to be set up at the universities and higher schools. (e) Fourteen scientific institutes of teaching and research are to be set up (2 for chemistry, 2 for rural technology, 1 for economics, 2 for mechanics, 1 for electrotechnics, 1 for mining and metallurgy, 1 for agricultural mechanics, 1 for mathematics, 1 for physics, 1 for genetics and 1 for geology).

**Finance**

Financial responsibility for national public education is divided proportionally between the federal government, the state governments and the municipal administrations according to tax receipts.

Public expenditure for education and culture in 1957 totalled 7,940,783,000 cruzeiros for the Union, 10,740,191,000 for the states and the Federal District, and 2,062,525,000 for the municipalities, making a total of 20,743,499,000 cruzeiros. The percentage increase in expenditure as compared with 1956 is as follows: 48% for the Union, 21% for the states and 27% for the municipalities; this makes an average increase of 31%.

**School Building**

The Ministry of Education and Culture has no information on school building carried out by the state and Federal District governments and by the municipalities, which devote large sums to this purpose. The federal government gives supplementary assistance to regional and local administrative authorities, by means of grants, made under agreements, for the building, enlargement and reconstruction of premises for secondary and higher education. For the extension and improvement of the primary school network, official and private, the Ministry has at its disposal 70% of the financial resources of the national primary education fund. Between 1946 and 1957, 10,662 classrooms were built. In 1957, 273 buildings with 679 classrooms and 6 teacher training schools with 74 classrooms were built.

**ORGANIZATION**

**Quantitative Development** There has been wide-scale development at all three levels of Brazilian education.

	1956		1957	
	Pupils	Staff	Pupils	Staff
Primary education . . .	4,941,986	151,793	5,406,251	171,822
Secondary education . .	619,019	41,601	668,845	44,707
Commercial education .	123,635	10,556	139,278	11,458
Teacher training . . . .	60,851	9,116	74,157	10,656
Industrial education . .	17,504	5,931	19,131	5,792
Agricultural education .	3,098	546	3,671	665
Higher education . . . .	78,659	14,004	79,505	15,144

**Educational Reform  
in the State of  
Rio Grande do Norte**

Since the beginning of 1958 a law has been in force which is reorganizing primary education and primary teacher training in the state of Rio Grande do Norte. The main points are as follows: (1) a minimum of 200 working days in the school year; (2) compulsory primary schooling of six years' duration (4 years' elementary education and 2 years' further education); (3) organization of classes according to the pupils' age; (4) special classes and adapted courses for over-age pupils; (5) regulated promotion and abolition of the system of doubling a year; (6) primary teacher training in two types of training school, of 5 and 8 years' duration;



(g) further training for in-service teachers and emergency professional training for unqualified practising teachers.

**Primary Schools and Vocational Training**

In view of the reform of primary education throughout the country which the National Institute of Education is preparing, experiments have been carried out in the capitals of the states of Rio Grande do Norte (Natal) and Rio Grande do Sul (Pôrto Alegre). These experiments are chiefly concerned with the lengthening of primary schooling to six years with vocational apprenticeship during the last two years (2 hours' elementary vocational training alongside ordinary instruction).

**Guidance Workers' Training**

The Ministry of Education and Culture has regulated the work of secondary school guidance workers; the following are now required: (a) the degree certificate of the faculty of philosophy, (b) the certificate awarded after the complete course of educational guidance training, (c) the passing of a competitive examination, and (d) a certificate showing two years' teaching experience in a secondary school.

**CURRICULA, SYLLABUSES, METHODS**

**Plans for Secondary Education Reform**

A bill has been laid before parliament on secondary education reform. The following are the main points: (a) Secondary education will be composed, as before, of seven years' schooling divided into two stages (of 3 and 4 years), but the first two classes of the lower stage will provide a common course for all pupils. (b) Primary schools fulfilling the required educational conditions will be authorized to give instruction corresponding to the first two secondary classes. (c) There will be three parallel divisions in the upper stage (classical, modern and scientific). (d) The curriculum of each stage will include both compulsory and supplementary subjects. (e) In the last year of the upper stage, different groups of subjects will be possible in order to prepare for the higher level schools. (f) The school year will have a minimum of 200 working days.

**Experimental Secondary Classes**

The Ministry of Education and Culture has authorized the setting up of experimental classes at secondary level.

**Commercial Education and Activity Methods**

For the last two years the department of commercial education of the Ministry of Education and Culture has been carrying on successful experiments in commercial schools, which aim at gradually turning school work into model industrial and office work.

**Textbooks**

The Brazilian centre for educational research, under the Ministry of Education and Culture, has a department responsible for editing, translating, acquiring and distributing recommended educational works and specialized textbooks. Distribution to primary, secondary and teacher training staffs, and to faculties of philosophy which train secondary school teachers, is carried out free of charge.

## TEACHING STAFF

**Further Training**

Besides the efforts of the states and municipalities to produce qualified primary teachers, the National Institute of Education also endeavours to promote a wide programme of further training for primary and teacher training school staff by setting up courses, seminars and practical courses not only in Rio de Janeiro but also in the federated states where there are regional centres of educational research. Teachers receive scholarships awarded by the National Institute of Education.

The Ministry of Education and Culture also runs special programmes for the further training of in-service teachers in public and private secondary education. (a) The department of industrial education, in cooperation with the Brazil-American commission for industrial education, provides further training and specialization for the teaching staff of technical and industrial schools by means of courses and practical training in Brazil and abroad. (b) The department of commercial education is carrying on a campaign for the improvement and expansion of commercial education and runs training and further training courses for teachers, practical courses and seminars for inspectors and coordination administrators, technical and educational missions for outlying schools and guidance courses for directors and secretaries. (c) The secondary education department is running an improvement and extension campaign which includes a programme of training and further training for teachers, the distribution of books on teaching, guidance work, the running of seminars, holiday courses, study groups and teaching competitions and the publication of reviews and handbooks for teachers. (d) The national campaign for rural education under the national department of education aims at improving the teaching staff in rural areas and training qualified persons to deal with the basic education of rural populations and with raising their economic level. For this purpose training courses for rural teachers are organized, as well as rural missions, cooperative training centres, community social centres, basic education and guidance centres for rural leaders. (e) The national campaign for the further training of higher education staff (CAPES) is continuing its efforts to improve the higher level schools. The main points of its programme are the award of grants and scholarships for courses and practical training in the universities and technical and scientific centres in Brazil and abroad, scholarships for post-graduates, appointment of national and foreign staff for teaching and research programmes in higher level establishments or scientific research centres, the organization of various scientific meetings and cooperation with the universities and national centres of further training for postgraduates.

**Training of Experts**

A training course for specialists in education was introduced in 1958 at the regional centre of educational research at São Paulo, which is under the Ministry of Education and Culture, in cooperation with Unesco and the University of São Paulo. The course was attended by scholarship holders from Brazil, Argentina, Bolivia, Colombia, Chile, Ecuador, Panama, Paraguay, Peru, Uruguay and Venezuela. The course was given by teachers from São Paulo and the United States.

### AUXILIARY SERVICES

**Social Assistance**

In January, 1958, the Ministry of Education and Culture started a campaign for assistance to students comprising (a) the opening and enlargement of students' hostels, (b) scholarship awards, (c) the opening of student canteens, (d) the establishment of holiday camps, stadiums and gymnasiums, students' theatres and orchestras, (e) the organization of medical assistance and hospital services, (f) the creation and improvement of libraries, (g) cultural and artistic exchanges between students from Brazil and abroad.

**Recreation in the Street**

A campaign is being conducted by the Ministry of Education and run by the education department, which consists in suspending traffic in certain parts of certain streets so that children and young people may play there under the supervision of their physical education teachers.

**Teachers for the Blind**

The director of the Benjamin Constant Institute in Rio de Janeiro has introduced a course for teachers specializing in the education of the blind. The course includes theoretical and practical studies and practical work in special classes.

# BULGARIA

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

GENERAL — ADMINISTRATION — *Administrative Reorganization* — *Control* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *School Calendar and Time-Tables* — *Length of Secondary Education* — *Polytechnical Education* — *Vocational Education* — *Higher Education* — CURRICULA, SYLLABUSES, METHODS — *Changes* — *New Subjects* — *Methods* — TEACHING STAFF — *Training* — AUXILIARY SERVICES — *Nutrition* — *Extra-Curricular Activities*

### GENERAL

During 1957, the second five-year plan was completed and even overreached on some points. The incessant and rapid development of the country's economy is accompanied by an ever-growing cultural upsurge. Educational reforms along the lines of socialism occupy a foremost place in this action.

After wide-scale discussions, the Central Committee of the Bulgarian Communist Party and the Council of Ministers issued a decree for the development of education along the lines of a progressive change-over to polytechnical education, education for work and an expansion of vocational education.

### ADMINISTRATION

#### **Administrative Reorganization**

The efforts of the Ministry of Education were above all directed towards an increasingly ideological, methodical and efficient management of education. A reorganization was carried out in the general executive and in the departments of education and culture affiliated to the district and county councils.

In the Ministry of Education and Culture a primary education department was set up to look after the organization and pedagogical management of all primary schools, such as the elementary schools (class 1 to IV), primary schools (class 1 to VII) and upper primary schools (class V to VII).

A department for minority group schools was created, and also a secondary education department which deals with all problems involved in the work of general secondary schools (class 1 to XI) and upper secondary schools (class VIII to XI).

#### **Control**

A central inspectorate for the different subjects was created at the Ministry of Education and Culture, replacing the previous general inspectorate. The new inspectorate consists of specialists

<sup>1</sup> From the report submitted to the XX1st International Conference on Public Education by Mr. Assen KISSELINTCHEV, Delegate of the government of Bulgaria.



in the various subjects, who inspect teachers in the upper classes of general secondary schools, in teacher training schools and in teachers' institutes, as well as teachers of general subjects in vocational schools. At some departments of education and culture affiliated to the district people's councils, inspectors in Bulgarian language, mathematics and physics have been appointed to assist the central inspectorate.

The county departments are no longer responsible for secondary schools and are now solely concerned with primary schools, whereas district departments also deal with secondary schools.

#### Finance

For the year 1958, the sum of 1,347,831,000 levas has been provided for the budget of the Ministry and for the district and county councils of education and culture, compared with 1,154,297,701 levas for 1957 (+16.76%). The progressive transfer to polytechnical education requires the extension of school premises, the equipment of laboratories, workshops, experimental agriculture plots, etc., which explains the increase in the budget.

#### School Building

In 1956, a check-up was carried out of school buildings all over the country by commissions including representatives of the Ministry of Education and Culture, the Ministry of Health and the Ministry of Public Works and Town Planning. As a result, a plan was worked out for the construction of school buildings for the period 1958-1960. During these years about 1,800 classrooms, costing approximately 200 million levas, are to be built. During the second five-year plan for school building (1953-1957), 2,880 classrooms have been built for which a sum of more than 300 million levas has been spent.

For the needs of secondary education a sum of 11 million levas was spent on school buildings in 1957, while the budget for 1958 provides a sum of 14,740,000 levas, i.e. approximately 27% more.

For the solution of school building problems, other steps are being taken, such as simplifying administrative procedure, the use of standard plans for school building (class I-VII), working out special drafts for primary and secondary schools, etc.

Since 1958 the planning and building of new schools have been transferred to the district people's councils. By means of this reorganization, greater efficiency is being secured in school building and there is a chance of meeting the growing needs for new classrooms, workshops, laboratories and clubs.

### ORGANIZATION

**Quantitative Development** The following statistics show the development of general education in 1957-1958:

Elementary schools (I-IV)	Classes	Inc. %	Pupils	Inc. %	Staff	Inc. %
Upper primary schools (V-VII)	22,004	2.34	628,630	1.45	22,100	2.35
Day and evening secondary schools	13,222	4.14	361,785	4.41	18,074	4.37
	4,994	6	176,330	1	8,024	8

In 1957-1958, out of 979,567 children between the ages of 7 and 15 who were liable for compulsory schooling (classes I to VII), 975,287 (99.57%) attended school.

Owing to the construction of new classrooms, the number of pupils per class in general secondary schools was considerably reduced; the 1956-1957 average of 37.4 fell to 35.26 in 1957-1958.

The steps taken have resulted in the provision of adequate numbers of teachers for nursery, elementary and upper primary schools.

#### **School Calendar and Time-Tables**

The duration of the school year has been changed.

School began this year on 15th September in all general education schools and will end, for classes V, VI, VIII, IX and X, on 10th June, and for classes I, II, III, IV, VII and XI, on 31st May. Further, 20 schooldays instead of 10 have been assigned for excursions and useful labour.

The school year has been divided into three terms instead of four: first term, from 15th September to 30th December; second term, from 13th January to 31st March; third term from 11th April to 10th June inclusive.

The lesson period for the first class during the first half of the school year has been reduced by 10 minutes.

A considerable decrease in the number of lessons for classes in primary schools has been decided upon. Thus, in class I there will be 20 weekly periods instead of 22; in class II, 21 instead of 23; in class III, 22 instead of 24; in class V, 26 instead of 27; in class VI, 27 instead of 29; in class VII 29 instead of 30.

#### **Length of Secondary Education**

By a decree of the Council of Ministers and the Central Committee of the Communist Party of 5th July, 1957, regarding the further development of education, the course in secondary schools has been lengthened from 11 to 12 years. This reform will come into being in 1960-1961. It will make it possible to include polytechnical education in the curriculum, and to relieve the overburdened programme. By 1960, the working out of a new curriculum and syllabuses, the provision of new textbooks and of an increased number of buildings should be completed.

**Polytechnical Education** As a first step towards the introduction of polytechnical education, 14 experimental secondary schools were created at the beginning of the 1957-1958 school year. It is planned to set up 10 more such schools at the beginning of the 1958-1959 school year.

**Vocational Education** During the 1957-1958 school year, there were 250 vocational schools, 133 of which are technical schools, and 117 industrial and practical schools. The total number of schoolchildren attending these schools is 76,870, of whom 58,870 are in technical schools.

For workers who have no special training, 6 independent evening schools, and 21 evening and 47 correspondence course departments affiliated to day technical schools have been set up.

At the evening technical schools and the departments affiliated to day technical schools, 11,700 workers are being trained (5,300 at evening technical schools and departments and 6,400 by correspondence courses).

During the present school year, 9 new agricultural technical schools were opened. Next year, 13 more such schools will be set up. Six winter schools were also opened for practical rural economy. These aim at raising the general and economic culture of cooperative farmers.

For the future it is planned to give priority to the development of agricultural education.

The decree for the further development of education issued last year states that the course in the technical schools, for children who have finished their primary education, should be increased from 4 to 5 years and for those who have finished their secondary education, from 2 to 3 years. In industrial and practical schools the course has been extended from 2 to 3 years after primary education and for students who have completed the IXth class, to 2 years.

Students who have finished an industrial school course have the right to continue their education in the corresponding technical school course. Those who have finished a technical school course have the right to continue their education in the corresponding higher institutes.

#### **Higher Education**

During the 1957-1958 school year, 20 higher educational institutes were functioning in the country, as during the previous year.

The number of students attending higher educational institutes, including those who take correspondence courses, rose from 37,459 in 1956-1957 to 40,308 in 1957-1958 (32,131 regular students and 8,177 correspondence course students).

During the year 6,324 specialists completed their higher education and joined the different branches of the national economy. Of this number 1,079 are teachers and 1,188 specialists in rural economy.

During the current school year 3,177 professors, readers, assistants and lecturers are engaged in lecturing and scientific research work.

### **CURRICULA, SYLLABUSES, METHODS**

#### **Changes**

The introduction of polytechnical education and the lightening of syllabuses required a number of basic changes in the new curricula and syllabuses of general education schools which will come into force in 1960-1961.

#### **New Subjects**

New subjects have been introduced for polytechnical and labour education, namely, in the secondary schools, practical work in workshops and on experimental plots; in the eighth and ninth classes, the basis of rural economy; in the tenth, eleventh and twelfth classes, electrotechnics, engineering, car mechanics, etc. In addition, classes IX to XII will do a course of practical work in industry or agriculture.

The number of hours for singing in the general secondary schools has been increased, and also the number of lessons for drawing.

Psychology is being studied in the eleventh class and logic in the twelfth class, each for two periods a week.

The new technical subjects and practical work have been in action in the experimental schools since 1957-1958—during the first ten days

of June, pupils of classes VII, IX and X take a course in industry or agriculture. The new school programmes differ mainly in two respects: (1) they combine knowledge with labour and production, and (2) they relieve the overcrowded course, giving full consideration to the children's age.

#### **Methods**

A number of measures were taken for the removal of formalism in the methods of teachers. The pedagogical consulting rooms and the Central Institute for the Further Training of Teachers continue to render valuable service. Seminars and practice courses are being organized at the institutes for further training, to prepare teachers for the realization of polytechnical education.

### **TEACHING STAFF**

#### **Training**

From 1958-1959, the duration of the course in institutes for training teachers for the upper classes of primary schools is being increased from 2 to 3 years after the end of secondary education. From 1960-1961, teacher training schools, where the course takes 5 years after the primary school, will be transformed into teachers' institutes with a course of two years after the secondary school. New curricula and syllabuses have been worked out.

### **AUXILIARY SERVICES**

#### **Nutrition**

Since 1956-1957, canteens have been set up in secondary schools for both pupils and teachers. During the present school year, the number of canteens rose to 499 compared with 467 during the previous school year. The maintenance cost of the canteens, including the wages of the staff, has been taken over by the State, while the pupils and teachers using the canteens pay only for the produce used in preparing the meals.

#### **Extra-Curricular Activities**

The number of technical circles has increased. At present, in general education and vocational schools, there are 8,000 technical circles attended by 140,000 schoolchildren, and 7,000 study circles in various subjects attended by 115,000 children. Certain changes in the programmes of technical circles were introduced, in view of polytechnical education.

Another 573 schools succeeded in getting experimental plots for agriculture; the number of plots is now 5,611. The first centre for young naturalists was opened in Plovdiv. This centre will render valuable service to instructors on experimental plots. Schoolchildren and pioneers, under the guidance of qualified biologists, agronomists and zootechnicians will work at the centre.



# BYELORUSSIA

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

GENERAL — ADMINISTRATION — *Control* — *Finance* — ORGANIZATION — *Quantitative Development* — *Free Compulsory Schooling* — *Boarding Schools* — CURRICULA, SYLLABUSES, METHODS — *Revision* — *Polytechnical Education* — *Textbooks and Equipment* — TEACHING STAFF — *Training* — MISCELLANEOUS — *Social Assistance* — *Nutrition* — *Social Activity*

### GENERAL

During the 1957-1958 school year, schools of general education, vocational establishments and children's institutions have again achieved excellent results.

Great attention is given to the development of secondary education through the general ten-year schools and the special secondary vocational-technical schools, to the development of polytechnical training, to the improvement of practical activity, to the strengthening of the material and technical foundation of the schools and to the expansion of adult education by enabling grown-ups to study without discontinuing work. Teachers are striving to turn out highly educated people imbued with high moral qualities and capable of building a peaceful Communist society.

### ADMINISTRATION

#### Control

The Ministry of Education and local educational authorities have improved their methods of supervision and control over all institutions, making a skilful use of local resources and seeking to secure the cooperation of public organizations in rendering assistance to schools and children's institutions.

The Collegium of the Ministry of Education, the public education councils of the regional and district departments of education, the academic boards of the institutes and the teachers' councils have discussed major problems of education. The number and the duration of visits made to the schools by school inspectors and other workers of the Ministry and departments of education have been increased.

To improve school inspection, extensive arrangements have been made to raise the professional and educational qualifications of inspectors. Inspectors have begun to make a more thorough study of the state of educational work in the schools and to generalize and disseminate advanced pedagogical experience.

During the year under review the headmasters and directors of studies have improved the work of teachers; there has been more creative

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. ILYOUCHINE, Delegate of the government of Byelorussia.

initiative in the solution of the big tasks set before the school by the XXth Congress of the Communist Party of the Soviet Union.

#### **Finance**

The funds allocated for public education increased by 6.4% in 1958, as compared with 1957. They are quite sufficient for the maintenance of all schools and higher educational establishments. The 1958 appropriations for public education total 2,000 million roubles, or 22% of the total budget of Byelorussia. Of this sum 21.6% was provided by the central and 74.8% by local administrations.

### **ORGANIZATION**

#### **Quantitative Development**

During the year under review the network of schools and other educational institutions has continued to expand. In 1957, 679 school buildings with a total of 3,500 classrooms were constructed. Towards the beginning of the 1957-1958 school year, the number of newly opened classes exceeded that of 1956-1957 by 1,100.

At present there are 1,175,000 pupils in the general education schools, taught by 79,500 teachers. The number of secondary schools has increased to 1,508 (+26). The number of teachers during the same period has increased by 2,500. There are 640 nursery schools (+52) with 42,844 children of from 3 to 7 years of age (+5,127).

The number of school hostels for children living at long distances from secondary schools has been enlarged. Arrangements having been made to provide the hostels with all modern conveniences and to create favourable living conditions for the children.

The system of evening and correspondence education for young people working in agriculture, industry or in offices has continued to expand. In 1958 the number of those completing evening or correspondence school has increased by 2,200. The secondary schools for village youth, which were opened for the first time in 1956, have proved equal to the task. The number of young people studying in them has also grown larger during the year.

**Free Compulsory Schooling** No changes have taken place either in the educational system or duration of compulsory schooling. The Republic has completed the implementation of compulsory seven-year schooling and is introducing universal ten-year education. Primary education at present lasts seven years, the primary (four-year) school becoming the first stage of seven-year education while the second stage is for children of from twelve to fourteen in the seven-year or the ten-year school.

Two years ago payment for instruction was abolished, so that education in all schools and other institutions of learning is given completely free of charge. Government scholarships are granted to the overwhelming majority of the students in vocational secondary schools and higher education establishments, while students taking correspondence courses are given additional paid leave for the examinations.

#### **Boarding Schools**

In 1957, boarding schools were opened for children from seven to eighteen years old. There are now fourteen boarding schools with 2,600 pupils, who are, for the most part, orphans, children of disabled soldiers or workers, or children from large families.

## CURRICULA, SYLLABUSES, METHODS

### Revision

During the 1957-1958 school year, a great deal of work has been done to strengthen the link between school and life. Primary and secondary school syllabuses have been improved. The modifications made in curricula are aimed at a still more successful implementation of polytechnical training and labour education.

The syllabus revision is intended to raise the ideological and theoretical level of instruction, to acquaint pupils with the application of scientific laws to industrial and agricultural production, to determine more precisely the range of knowledge to be acquired by the pupil in each subject, the content and the schedule of laboratory and practical work on experimental plots, in school workshops, in factories and on the farms.

In 1957 syllabuses were shortened by leaving out the less important material. In many subjects difficult material was made conformable to the various age levels and the syllabuses for interrelated and overlapping subjects were coordinated to avoid unnecessary repetition.

Great attention has been given to aesthetic and physical education. The time allotted for physical culture, music and singing has been increased and the syllabuses for singing revised and considerably improved. Books of Byelorussian songs have been issued for schoolchildren. With a view to further improving physical education, sports championships and competitions were held in towns and district centres. Republic-wide contests in winter sports were also held.

**Polytechnical Education** From 1956-1957 the Ministry of Education, as an experiment, has been imparting to the pupils a knowledge of special branches of production in industrial undertakings and on collective and state farms. In a number of schools possessing the necessary technical equipment and staff, the curriculum includes such subjects as the bases of industrial and agricultural production and industrial practice. The pupils of these schools have the opportunity, on leaving school, of immediately embarking on work in various branches of the national economy.

At the same time the schools are trying to use local conditions to ensure a close connection between learning and productive labour. Experience has shown that many pupils acquire the necessary work habits and skills, and a good knowledge of mechanical work and technology. During the holidays the pupils do practical work on collective and state farms. For the pupils of senior classes it has become common practice to organize permanent and seasonal pupils' brigades on the collective and state farms and in industry, which is an important means of strengthening the bond between the school and productive labour.

Teachers have achieved major successes in the perfection of teaching methods by initiating more rational ways of instruction and education, by applying calculation and measurement more extensively and by the use of laboratory equipment.

**Textbooks and Equipment** The Ministry of Education has put out a number of new teachers' books on Byelorussian language and literature, and on polytechnical training.

The schedule of standard school equipment has been revised, care being taken that school laboratories and workshops are well fitted out.

### TEACHING STAFF

**Training** The transition to universal secondary education and implementation of polytechnical training necessitated modifications in the professional training of teachers. Last year the course was extended from four to five years. This will enable future teachers to take two subjects, for instance, history and geography, physics and mathematics, Byelorussian and a foreign language, etc.

Since 1957-1958, the training of teachers for the primary school has been conducted not at training schools as formerly, but at special four-year faculties set up at the pedagogical institutes. This makes it possible to train primary school teachers with much better qualifications.

Great attention is devoted by the pedagogical institutes to the improvement of training for the implementation of polytechnical education. New subjects have been introduced into the curriculum, such as elementary mechanics, chemical technology, technical drawing, modelling and so on. Measures have also been taken to improve the material equipment of the institutes, to furnish their laboratories with the most up-to-date equipment, etc. The periods of teaching practice have been made longer.

As regards the further training of teachers, particular attention has been given to assisting the teacher of polytechnical subjects to acquire the necessary skill for conducting handwork classes, courses in machine-minding, electrotechnics and agriculture. Special refresher courses have been organized for teachers of these subjects.

### MISCELLANEOUS

**Social Assistance** Local soviets of workings people's deputies have provided the pupils of classes I-IV with textbooks free of charge in case of need.

In many urban schools after-school groups have been organized for pupils whose parents are at work. These pupils stay on after school for some hours after class-time and do their home-work, take part in amateur art activities, technical hobby circles, etc.

**Nutrition** Great attention has been devoted to the organization of hot meal services in schools. The pupils can get a hot breakfast or dinner at reasonable prices. Many pupils are given meals at the expense of the local soviets.

**Social Activity** This year schoolchildren have taken an active part in work of social utility, planting trees and gardens, improving public services, etc. This participation in public work has made for the strengthening of the team spirit, for the development of children's creative initiative, for education in the spirit of communist morality. A big part in this work is played by the young pioneer and komsomol (Young Communist League) organizations.



# CAMBODIA

## EDUCATIONAL PROGRESS IN 1957-1958<sup>1</sup>

*Nationalization of Administration — Inspection — Finance — Quantitative Development — Syllabus Revision — Teacher Training — Hygiene — School Psychology Services — People's Education — Youth Movements*

**Nationalization of Administration** A start has been made in the nationalization of educational administration. The results have been fairly satisfactory, in spite of difficulties encountered. The administration of primary education remains in the hands of Cambodians and it is hoped that the direction of secondary education will be nationalized as an adequate supply of national staff becomes available. Some secondary education establishments are already controlled by nationals.

**Inspection** The number of primary inspectors is 38.

**Finance** Education is largely financed from the national budget, but foreign aid makes an appreciable contribution. The national budget for 1957-1958 totals 584,231,100 piastres (+112,386,700), i.e. an increase of 23.81%.

**Quantitative Development** Statistics show a substantial increase in the number of staff, pupils and students. The national teaching staff comprised 8,288 persons in 1957-1958 (+16.89%), and foreign staff totalled 211 (+12.23%).

School enrolments totalled 579,689 pupils (+44.35%), distributed as follows :

	1956-1957	1957-1958
Khmer primary education (pagoda schools) . . . . .	90,981	93,083
Franco-Khmer primary education . . . . .	301,479	373,652
Secondary education . . . . .	8,428	12,142
Technical education . . . . .	424	550
Higher education . . . . .	269	252

**Syllabus Revision** Revision of syllabuses and methods is being undertaken to meet the country's needs and to take advantage of progress in psychology.

**Teacher Training** A new course is being planned for the training of teachers for the first stage of secondary education.

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. SAMRETH SOTH, Delegate of the government of Cambodia.

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- Hygiene** A school hygiene department is to be set up to supervise pupils' health and their mental and physical development.
- School Psychology Services** The introduction of school psychology services is being studied. An educational services department has already been established.
- People's Education** The literacy campaign for inhabitants of isolated areas is now in progress.
- Youth Movements** The Khmer Royal Socialist Youth Movement now comprises about 500,000 girls and boys.

## CANADA

### EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

*Administration — Educational Research — National Conference on Education — Council for the Encouragement of the Arts — Finance — School Building — Quantitative Development — Higher Education — Organization — Curricula — Teaching Aids — Teaching Staff — Education of Indians — School Psychology Services*

**Administration** New sections or divisions were set up in the provincial Departments of Education of New Brunswick and Newfoundland. In the former province the most noteworthy change was the creation of the new position of director of curriculum and research; previously, responsibility for curriculum development was part of the functions of a senior official of the Department.

In Newfoundland, provincial education authorities were concerned with the need to provide as much equality of educational opportunity as possible for those students of secondary grade level who are in attendance in small isolated schools. A new division of the Department of Education was set up, to be responsible for administering secondary school correspondence tuition. While rapid progress is being made in the construction of large centralized high schools, the province still has nearly 600 one-room and 300 two-room schools, about 600 of which are providing instruction above grade VIII. The correspondence programme will be co-ordinated with specially prepared radio broadcasts. A further function of the division will be to administer provincial scholarships and bursaries; the number of these awards has risen from 7 in 1949 to 1,251 in 1957-1958.

Another new division established in the Newfoundland Department of Education will administer the educational affairs of the Pentacostal Assemblies of Newfoundland, which were recognized for educational purposes two years ago. Readers of earlier reports will be aware that the system of education in Newfoundland is multi-denominational, schools being under the jurisdiction of various church bodies, each of which is represented in the Department by a senior official, who, under the general direction of the Minister and Deputy Minister of Education, administers the schools of his denomination.

In British Columbia, the public schools act was completely revised. Some of the more important changes include: (a) revision of the educational finance formula to provide a greater measure of assistance to local education authorities; (b) extension of the school franchise; and (c) inclusion in the act of a new section giving authority to school boards to prohibit from attendance any pupil over the age limit of compulsory school attendance (15 years) who fails to apply himself to his studies.

<sup>1</sup> From the report submitted to the XXIst International Conference on Public Education by Mr. M. C. F. CANNON, Delegate of the Canadian government.

**Educational Research**

Probably the most outstanding feature of the year was the number of large-scale educational surveys and research projects undertaken. In addition to the Manitoba royal commission, royal commissions were established in Alberta and British Columbia to carry out comprehensive surveys of elementary and secondary education. Subjects under study include curricula, school organization, special services, standards of achievement and discipline, material facilities, and teacher supply and training. In Nova Scotia a royal commission was appointed to conduct an inquiry into school construction.

In the report for 1955-1956 mention was made of surveys in Ontario and Alberta designed to ascertain whether present criteria for university entrance are successful in identifying the best potential material. During the year, reports of preliminary findings were released in both provinces. While the Alberta study is not yet sufficiently advanced for definite conclusions to have emerged, the results of the Ontario study so far clearly indicate that there is a serious wastage of potential university material stemming from a number of factors, of which financial disability is by no means the least.

In the latter part of the period under review a similar project was introduced, to be carried out jointly by the four Atlantic provinces. Following a first phase of testing and evaluation designed to indicate the scholastic aptitudes of all pupils in grades XI and XII in the four provinces, the succeeding three years will be devoted to a follow-up study of the students tested, with particular regard to those who proceed to the university. Funds for the study are being provided by the Carnegie Corporation of New York.

In Alberta, a project is being carried out under the auspices of the provincial university, on comprehensive secondary education as a means of meeting the educational needs of students according to their abilities. Many parts of Canada have already instituted some form of comprehensive secondary school and others are moving in that direction. The new project is in two phases, the first consisting of individual research studies on problems characteristic of the composite high school and the second of a national survey to which authorities on secondary education in the various provinces are contributing.

Increasing interest in educational research was indicated by the establishment during the year of research offices within two national organizations, the Canadian Education Association and the National Conference of Canadian Universities. A primary purpose of the new CEA office will be to serve as a clearing house for the collection and dissemination of information on educational research carried out locally, provincially, and at universities, and to act as a liaison agency between projects of similar nature being carried on in various parts of the country. The research and information office being set up within the National Conference of Canadian Universities will be concerned with problems of higher education; its plans also include a long-term research study in the history and philosophy of higher education in Canada. Funds for the CEA project have been provided by Imperial Oil Limited, and for the NCCU project by the Carnegie Corporation of New York, each to the amount of 100,000 dollars.

A provincial educational research council has been formed in British Columbia, with membership representing the university, the Department



of Education, the teachers' and trustees' associations, and the parent-teacher federation.

**National Conference  
on Education**

In February, 1958, a large educational meeting was held in Ottawa for a five-day period, and attended by 850 delegates of national organizations in education, business, industry, labour and the professions. The cost of organization was met largely by business and industry, which also assisted substantially through lending the services of their public relations and advertising personnel.

The thirty-one resolutions resulting from the conference touched upon most phases of education and the consensus was that local, provincial, and federal authorities should consult together as to the most effective means to make more money available for educational purposes. The conference, which was voluntary, had no legislative authority. A continuing committee has been established and an executive secretary appointed to promote the implementation of the resolutions through appropriate channels by the competent authorities.

**Council for the Encourage-  
ment of the Arts and Unesco  
National Commission**

Legislation passed in the early part of 1957 provided for the establishment of a Canada Council for the encouragement of the arts, humanities and social sciences. The Council was provided with a hundred million dollars, half of which was an endowment fund for purposes of the Act, and half of which was to be employed for the provision of capital building grants to institutions of higher learning over a period of ten years.

Under the legislation establishing it, the council was authorised to set up a National Commission for Unesco. The 26-member commission was formed in August, 1957, with representation from the Canada Council, the Department of External Affairs, the provincial departments of education, and various national associations active in education, science, and culture.

**Finance**

A survey recently released by the Canadian Teachers' Federation indicates that between 1947 and 1957 the total expenditure on public elementary and secondary education by municipal, provincial, and federal governments in Canada has more than tripled, increasing from 239.6 million to 775.8 million dollars. The annual rate of increase has been fairly regular, averaging 12.6%.

Provincial governments have been assuming a larger share of the total costs of education each year, while the federal share has been decreasing in relation to other expenditure. It should be noted that since education is a responsibility of the provinces, the federal government contribution is limited largely to the education of Indians and Eskimos, grants in support of vocational education and grants for higher education. For 1957 it is estimated that expenditure on elementary and secondary education by local education authorities amounted to 410.1 million dollars, by provincial governments to 340.7 million, and by federal departments to 25 millions. If this is compared with the 1947 figures of 134.9 million, 96.2 million and 8.5 million respectively, it will be seen that the share of the provincial governments has increased proportionately more than that of any other authority. It is estimated that for the country as a whole, provincial grants now provide approximately 42.5% of over-all expenditure at the local level.

Expenditure on higher education has increased at about 11% per year since 1947. Expenditure for 1957 is estimated at about 154 million dollars, 72 million being from provincial and 44 million from federal sources.

Legislation in several provinces during the year made changes in methods of apportioning grants to local education authorities, with the primary aim of ensuring a more equitable distribution of available funds and of providing special assistance to areas having relatively small financial resources in proportion to their rate of growth.

In Alberta provision was made for a basic grant to be paid to all local education authorities at a rate of 55% of a set of standard operational costs on five items of expenditure—administration, teachers' salaries, instructional aids, plant operation and maintenance, and transport and maintenance of pupils.

A three-year programme to change the province's educational grant structure was begun in Ontario in 1957. The new system will have the effect of equalizing educational subsidies throughout the province. A new concept being introduced into the grants system is the "growth need factor" designed to give additional assistance to school boards in rapidly-growing areas.

Major increases in government grants for education have resulted from revision of the educational finance formula in British Columbia. The new formula provides for the provincial government's share of approved capital expenditure to amount to as much as 90% where these costs result in an increase in local taxation above a set maximum; previously the maximum government contribution was 75%. It is estimated that of 102 districts in the province, 39 will be eligible for the maximum capital grants.

#### **School Building**

Although complete figures are not available, it is safe to assume that the number of new classrooms equalled and probably exceeded the 7,100 estimated for 1956-1957.

#### **Quantitative Development**

Data recently released by the Dominion Bureau of Statistics indicate that over 21% of Canada's population is currently enrolled in elementary and secondary schools.

Figures for school enrolment in 1957-1958 are not yet available. For 1956-1957, however, over-all enrolment in publicly controlled elementary and secondary schools was approximately 3,400,000, an increase of about 7% over the preceding year. More than seven-eighths of this total is concentrated within the age limits of compulsory school attendance (roughly from age 6 to age 15).

Enrolment in private or independent schools now totals approximately 150,000, about 90,000 of which is concentrated in the province of Quebec, including some 27,000 students attending classical colleges.

The number of full-time teachers in Canadian schools is now over 130,000 (10% more than in 1955-1956).

#### **Higher Education**

It is estimated by the Dominion Bureau of Statistics that, on 1st December, 1957, full-time enrolment in institutions of higher education (exclusive of teacher-training schools other than faculties of education) was 86,500, an increase of 10.8% over the total

for December, 1956. This is a record enrolment, exceeding by 3,350 the figure for 1947-1948.

#### Organization

In Alberta the first junior college in the province under the jurisdiction of the Department of Education was opened. It is affiliated to the provincial university, and will provide instruction in the first year of the B.A., B.Sc., and B.Ed. courses, as well as certain non-university courses of a terminal nature. Plans are under consideration for the establishment of similar colleges in several parts of the province.

In Ontario, new regulations extended the secondary school term by one week. This was the first step in a policy to extend the school year in secondary education to the last day of June; previously high school students below grade XIII (the final year) finished the year on 6th June.

#### Curricula

In the province of Newfoundland, 22 subject-matter committees have been set up to prepare a tentative programme of study covering all subjects in all grades. Curriculum content for grade XII is also being prepared, in anticipation of the addition of an extra year to the present eleven-year course. In the same province, following four years of experimental work, a two-year cycle programme has been introduced in one and two-teacher schools, under which grades VII and VIII are considered as one class for all subjects except spelling, some language work and arithmetic, and grades V and VI are combined for instruction in health and social studies. The purpose of the change is to lighten the load upon the multi-grade teacher by reducing so far as possible the number of separate lessons to be taught each day.

In Quebec, the Catholic section of the Department of Education is preparing a special course of studies for grades I-VII for pupils who have recently immigrated. It will provide extra instruction in French or English and will permit the children's mother tongue to be used in the teaching of religion and, where the need arises, in other subjects also.

Curriculum revision reported from other provinces was of a more or less routine nature. At the elementary level, experimental programmes in language and arithmetic are being carried out in Alberta and Saskatchewan respectively. In British Columbia, which is celebrating its centennial year, special units of instruction with emphasis on the province were added to the curriculum for the school year in history, geography, economics, music, literature, art and drama.

#### Teaching Aids

In experiments undertaken this year the direct teaching technique was employed, using carefully selected teachers. The experiments are now being evaluated.

An unusual development in Saskatchewan was the establishment of a tape-recording service to schools, as a supplement to school broadcasts. The service will enable schools to follow taped broadcasts at their convenience.

#### Teaching Staff

There appears during the year under review to have been a greater percentage increase of teachers than of pupils in Canadian schools. This should not be interpreted as meaning that there is now a satisfactory supply of teachers. Not only is there a serious backlog



to be made up, but in addition many teachers are products of emergency short training courses or are instructing at levels for which they are not fully qualified. While the supply of teachers for elementary schools is now reasonably adequate, at the secondary school level the shortage of properly qualified personnel is becoming increasingly serious.

The improvement in the supply of elementary school teachers was reflected in Alberta by the discontinuance of the emergency training programme initiated some four years ago. Those who have already attended one or more of the summer school courses required by the programme will be permitted to complete the series, but no new group will be enrolled.

At the high school level, however, the province of Nova Scotia is instituting an emergency training scheme consisting of two summer courses for persons already possessing a university degree but no professional training. The plan provides for a ten-week summer course during which an extensive programme will be offered with particular emphasis on practical work in teaching methods and the history and principles of education. Students successfully completing the course will be granted an interim certificate which may be made permanent on completion of a second summer session of five weeks' duration in the following year. Emergency training schemes of a somewhat similar nature now operating in Ontario and Manitoba have been described in earlier reports.

In New Brunswick only one basic licence is now issued, representing the minimum training required for certification as a teacher in the province; This may be supplemented by five university certificates. The purpose of the revision is to encourage teachers to improve their academic and professional qualifications, by enabling them to receive credit for their work while proceeding toward a degree.

**Education of Indians** The education of Indian children is under the jurisdiction of the Indian Affairs Branch of the federal Department of Citizenship and Immigration. Attention during the year was concentrated upon the provision of school facilities for children in remote areas, the improvement of education services at all levels of education and the expansion of joint schools for Indian and non-Indian pupils within the provincial education systems.

The expansion of educational services has resulted in increased expenditure. The appropriations for Indian education for the fiscal year ending March, 1958, were 17,846,285 dollars, an increase of 2,598,038 dollars over the preceding year.

The number of Indians attending school has increased from 37,305 in 1957, to 38,683 in 1958. The number attending Indian day and residential schools remains almost unchanged from last year, while the number attending provincial schools has increased from 6,272 to 7,330. The number of teachers in Indian schools increased from 1,059 in 1956-1957, to 1,132 in 1957-1958.

**School Psychology Services** In Nova Scotia, a school psychologist was appointed to act as a psychological consultant to the provincial Department of Education. He will direct education for the physically and mentally handicapped, conduct in-service training courses for teachers and carry out surveys and research programmes in this field, etc.



## CEYLON

### EDUCATIONAL PROGRESS IN 1957-1958<sup>1</sup>

*Swabasha Programme — Place of English — Technical Education — Teaching of Science — Vocational Guidance*

**Swabasha Programme** The progress of education in Ceylon during 1957-1958 is intrinsically connected with the Swabasha programme in the schools, resulting in the progressive adoption of the national language as the medium of instruction in pre-Higher School Certificate classes in January, 1958.

From January, 1946, the medium of instruction for Sinhalese and Tamil children from the kindergarten to standard 5, i.e. the primary school, has been, by regulation, Sinhalese and Tamil respectively; for Burghers and Muslims, English. English was taught to Sinhalese and Tamil children as a compulsory second language from standard 3, and could be taught optionally from the upper kindergarten or standard 1. Those whose medium of instruction was English had to learn either Sinhalese or Tamil as a second language. At the end of the primary school stage these schools turned over to English as the medium of instruction. This arrangement continued in these schools till the end of 1952. The Swabasha programme was later extended to the junior classes of secondary schools. The schools were directed that the medium of instruction in the junior classes shall be Sinhalese for all pupils whose primary education has been through the medium of Sinhalese, and Tamil for all pupils whose primary education has been through the medium of Tamil. The aim of the directive was that by the end of 1955 all schools should have taught up to standard 8 in the same medium as pupils had used in the primary school. Later, it was allowed that schools that could not teach general science and mathematics in the medium of national languages, through lack of suitable staff, should have a year to come into line in these subjects.

The Swabasha programme was progressively adopted in the senior secondary classes.

The commission on higher education in the national languages strongly urged in its report (sessional paper X, 1956) that pupils should continue to be taught through the medium to which they are accustomed despite the impediments that are created by the paucity of teachers or of textbooks. This recommendation was accepted.

Section 4 (3) of the Education Regulation 1951, and subsequent notifications, enable a Sinhalese pupil to learn through the medium of the Tamil language, or a Tamil pupil through the medium of the Sinhalese language, if the parent of the pupil so desires, provided such option is exercised at the primary school level. It was therefore considered as

<sup>1</sup> From the report sent by the Ministry of Education of Ceylon.

a necessary corollary to the Act of 1956 making Sinhalese the official language, to give pupils the option of adopting Sinhalese as the medium of instruction even at the post-primary level.

#### **Place of English**

It is considered that a foreign language is essential under the present conditions, if Ceylon is not to be isolated and denied contacts with the thought, literature and knowledge of other countries. Today English is chosen, not because it is English but because it is the foreign language most advantageous to the country. This is due to the social background and to an association with the British over the last 150 years. Besides, about 6% of the population already know and understand English. Law and medical science at the higher levels, especially at the university, are available in English.

The standard of English in our schools has naturally deteriorated with the impact of the Swabasha programme. It is, therefore, felt that every step should be taken to arrest the fall in standards and improve the techniques of teaching English.

The Ministry of Education has decided to set up an English language teaching unit in the education department, in order to improve the teaching of English both through the organization of research in the teaching of this subject and the training of teachers in the most suitable techniques.

#### **Technical Education**

Further progress in this regard was made during the year under review by setting up and equipping workshops under the Colombo Plan. With this assistance, it has been possible to organize a technical education system on modern scientific lines.

The Department does not regard the practical activities of primary and secondary schools as vocational training in the narrow sense of the term. Practical activities have been introduced for their educational value as part of the normal school curriculum, thus providing a more liberal education in contradistinction to that of the past, which tended to be almost academic. The Department has not lost sight of the pre-vocational value of handicrafts at the secondary school level. It is recognized that handwork should be an integral part of any primary school curriculum. Little specialized equipment is required and the work can be conducted by the class teacher. As much use as possible should be made of local and waste material, whilst there should be the closest possible correlation with the other subjects in the curriculum.

Workshops are expensive to build and to equip but the Department is doing everything possible within its limited resources to ensure that every secondary school will eventually have a set of workshops.

#### **Teaching of Science**

The introduction of science into the curriculum of the Swabasha schools has been a remarkable educational development in this country during the period under review. In the past the curriculum of these schools had been confined to arts subjects. The importance attached to science in the re-orientation of curriculum content is reflected in the following action: (a) the number of bursaries to science pupils who gave proof of need and merit was doubled; (b) a section for the training of science teachers in the Tamil medium was started—a similar section for the training of science teachers in the Sinhalese medium had

been started earlier; (c) a scheme of training for science teachers in the Sinhalese medium in Higher School Certificate classes has been completed and will be put into operation almost immediately; (d) over 600 science teachers were appointed during the year under review, of which 400 appointments were to the Swabasha schools.

**Vocational Guidance**            A vocational guidance section has been started with a view to introducing vocational guidance in all schools in the island. Steps were taken during the year to train teachers in this type of work.

# CHILE

## EDUCATIONAL PROGRESS IN 1957-1958<sup>1</sup>

ADMINISTRATION — *Legislation* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *Length of Courses* — TEACHING STAFF — *Conditions of Service* — AUXILIARY SERVICES — *Physical Education*

### ADMINISTRATION

#### Legislation

As a supplement to a regulation of 24th July, 1953, the Superintendent of Education proposed to the Minister of Education a new section on the qualifications of staff under the general departments of education. The Minister sanctioned these new regulations on 4th October, 1957.

In connection with provision No. 246 of July, 1953, which reorganized the educational services coming under the Ministry of Education, decree No. 7378 was promulgated, instituting the organic regulations for the general department of primary education and teacher training.

On 4th July regulations were issued for the school-leaving examinations. These fix the procedure enabling pupils who have completed, outside the educational system, studies equivalent to the six years of primary education, to obtain an official certificate.

Various regulations which impeded the efficiency of private education were abolished.

#### Finance

Allocations for education amounted to 29,851,781,263 pesos in 1956, and 47,108,229,003 pesos in 1957, i.e. an increase of 57%.

#### School Building

The annual report of the National Society for School Building gives the following information: in 1957, 53 school building projects were started, covering an area of 55,014 m<sup>2</sup> in various parts of the country. In addition 171 school buildings have been repaired.

### ORGANIZATION

#### Quantitative Development

The following table shows the increase in the number of pupils at the various levels of education from 1956 to 1957:

	1956	1957	Increase %
Pre-primary education . . . .	25,210	29,481	16.94
Primary education (boys) . . .	1,001,696	1,056,352	5.46
Secondary education . . . . .	125,469	155,956	24.3

<sup>1</sup> From the report sent by the Ministry of Education of Chile.



	1956	1957	Increase %
Vocational education . . . . .	17,159	19,908	16.02
Women's technical education . . . . .	11,227	11,696	4.18
Industrial education . . . . .	10,620	11,844	11.53
Commercial education . . . . .	19,515	23,988	22.92
Teacher training schools. . . . .	6,732	7,116	5.7
Agricultural education. . . . .	1,765	2,045	15.86
Adult education . . . . .	55,199	56,063	2.57

The following statistics give the number of teachers in 1955 and 1956, together with the percentage increase :

	1955	1956	Increase %
Kindergartens . . . . .	360	463	28.61
Primary education . . . . .	17,044	18,348	7.65
Vocational education . . . . .	720	871	20.97
Women's technical education . . . . .	492	662	34.55
Commercial Institutes. . . . .	735	932	26.8

The following data concern the number of teachers in secondary schools and teacher training schools in 1956 and 1957, with the percentage increase :

	1956	1957	Increase %
Secondary schools . . . . .	3,220	4,198	30.37
Teacher training schools. . . . .	395	449	13.67

**Length of Courses** Decree No. 61 of 9th January, 1957, lengthened the course in the experimental school of art education by one year, in order to coordinate the specialized studies of the school with the pedagogical studies of the " José A. Nuñez " teacher training school, for the training of primary teachers specializing in art education.

#### TEACHING STAFF

**Conditions of Service** Family allowances were increased by stages from 3,600 to 4,200 and to 4,700 pesos by laws No. 12434 and 12462. The first of these two laws also raised the salaries of teachers by 15% over 1956. The basic salary for primary teachers was fixed at 35,650 pesos a year and the monthly remuneration per class hour in intermediate schools at 1,780 pesos.

#### AUXILIARY SERVICES

**Physical Education** Decree No. 13906 of 25th October, 1957, promulgated the statutes and general regulations of the secondary school sports federation for the physical development of pupils.

# CHINA (Republic of)

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

ADMINISTRATION — *Inspection* — *Finance* — ORGANIZATION — *Quantitative Development* — *Educational Experiment* — *New Courses* — CURRICULA, SYLLABUSES — *Changes* — TEACHING STAFF — *Training* — AUXILIARY SERVICES — *Evening Courses* — *Educational Broadcasting* — *Adult Education* — *Pupils' Health* — *Physical Training* — *School Meal Services*

### ADMINISTRATION

**Inspection** The Ministry of Education is considering the setting up of a committee which will be in charge of inspection and evaluation of engineering education in the engineering colleges. The work and the responsibility of the committee is to accredit the different departments of engineering instruction.

**Finance** A comparison of the increase in the education budgets of the central, provincial and local governments between the academic years 1956-1957 and 1957-1958 is given in the following table (expressed in new Taiwan dollars):

	1956-1957	1957-1958	Increase
Central . . . . .	98,209,029	113,476,761	15.55 %
Provincial . . . . .	257,340,584	303,493,613	17.93 %
Local . . . . .	472,782,513	534,593,458	13.07 %

The setting-up of a thirty-year re-afforestation plan to increase the resources of educational funds as ordered by President Chiang Kai-shek is of vital importance for the development of local education. It will be carried out immediately.

### ORGANIZATION

**Quantitative Development** The following table shows enrolments for 1956-1957 and 1957-1958, and the increase per cent :

	1956-1957	1957-1958	Increase
Primary schools. . . . .	1,344,432	1,480,557	+10.13 %
Secondary schools . . . . .	170,940	194,583	+13.62 %
Vocational schools. . . . .	65,903	69,823	+11.15 %
Teacher training schools . .	6,983	7,272	+ 4.14 %
Junior colleges . . . . .	4,131	4,332	+ 4.87 %
Colleges . . . . .	6,207	7,878	+10.81 %
Universities . . . . .	12,268	14,409	+17.45 %

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. YU-SHOU KUO, Delegate of the government of the Republic of China.

The increase in the number of girls in schools of all levels during the academic year 1956-1957 as compared with the academic year 1957-1958 is given in the following table :

Type of school	1956-1957	1957-1958	Increase
Colleges and universities . .	3,896	4,735	+21.53%
Secondary schools . . . . .	55,215	63,732	+15.43%
Teacher training schools . .	3,179	3,319	+ 4.4 %
Vocational schools. . . . .	14,497	16,407	+13.18%
Primary schools. . . . .	615,298	684,406	+12.32%
Kindergartens . . . . .	23,734	24,614	+ 3.71%
Total	715,819	797,213	+11.37%

The increase in women staff in all types of schools during the academic year 1957-1958 as compared with the previous year is given in the following table :

Type of school	1956-1957	1957-1958	Increase
Colleges and universities . .	793	879	+10.84%
Secondary schools . . . . .	1,881	2,227	+18.39%
Teacher training schools . .	207	209	+ 0.97%
Vocational schools. . . . .	764	861	+12.7 %
Primary schools. . . . .	10,822	12,110	+11.9 %
Kindergartens . . . . .	1,374	1,439	+ 4.03%
Total	15,841	17,725	+11.93%

The following table shows the condition of adult extension education in 1957-1958 as compared with the previous year.

	1956-1957	1957-1958	Increase Decrease
Classes. . . . .	3,403	3,686	+ 8.32%
Students . . . . .	156,989	156,670	+ 0.2 %

**Educational Experiment** To enable all primary school leavers to have a chance to further their studies, and to eliminate the unhealthy practice of joining special classes to prepare them for the highly competitive entrance examinations to junior high schools, the Ministry of Education initiated in 1956 a five-year plan providing for their admission into junior high schools without entrance examination, and designated Hsinchu Hsien as the first experimental area to carry out the programme. The results of the programme during the past year can be summarized by the following statements :

(1) Improvement of pupils' school records : on the average primary school leavers are showing good records of class work at the junior high schools to which they have been assigned without any entrance examination.

(2) Improved mental and physical well-being and a general increase in body weight.

(3) Improvement of teaching and supervisory methods : a committee on educational research has been set up in Hsinchu Hsien and observation trips and demonstration meetings are conducted for teachers. At the same time, the newly promulgated "Outline for Directing Extra-Curricular Activities in Junior High Schools" has been put into work on a trial basis.

(4) Experiment in curriculum standards of junior high schools : to coordinate the quantitative development of junior high school education with social requirements, the Ministry of Education has made drastic changes in the curricula of junior high schools, taking into consideration the problems of both the students desiring to continue their studies and those seeking employment after finishing. Further changes may have to be made as requirements develop.

In view of the success at Hsinchu Hsien, the experiment has been extended to Kaohsiung City for the academic year 1957-1958.

#### New Courses

The establishment of more research institutes in the universities and the holding of examinations for college graduates wishing to study abroad both aim at high quality academic training. There are twenty-eight research institutes in the universities and colleges with a total enrolment of 346 graduate students, and the research institutes of both the National Chengchi University and the Provincial Teacher Training University have taken in students working toward the Ph. D. degree. A total of 75 foreign students from ten different countries are studying in the universities in the Republic of China.

The Minister of Education is preparing to re-establish the Electronic Institute of the National Chiaotung University in Hsinchu. The Institute hopes to admit graduate students and begin research studies in the autumn of 1958.

The National Chengchi University had eight departments in the past. One new department, international trade, has now been added to the University.

A department of foreign languages has been established in the College of Arts and Science of the Taiwan Provincial Chen Kung University since 1957.

A two-year teacher training course for farm mechanics was established in 1957 at the Taiwan Provincial College of Agriculture.

Three new departments, political science, economics and sociology, have been added to Tung Hai University since last year.

One new department, Chinese Literature, was added last year to the law school of Soochow University.

One new department, hydraulic engineering, was added last year to the Technical Institute of Chung Yuan.

The Taiwan Provincial Maritime Junior College offers a four-year course in the four divisions of navigation, marine engineering, fishing and maritime education since last year.

One new division, commerce, was added last autumn to the Private Tamkang English College.

The Private Chingyi Women's English College was approved by the Ministry in April, 1957.

A division of music and a division of fine arts and handicrafts were added to the National Arts School.



The Ministry will give support and encouragement to the establishment of departments of home economics in universities as well as in junior colleges with adequate equipment and qualified teachers.

The Ministry has established a National Research Institute of Music. Measures have also been taken to improve physical education and athletic training.

The adoption of the basic teaching material of Chinese culture by senior high schools has not only contributed to the promotion of a national spirit, but has also raised the students' literary standards. The Ministry has also made available to the students a new series of Chinese classics with up-to-date annotations.

### CURRICULA, SYLLABUSES

#### Changes

The list of general and departmental requirements for the college of science has been revised by the Ministry of Education. The departments concerned are those of mathematics, physics, geography, zoology and botany.

The general and departmental requirements for the college of agriculture have also been revised by the Ministry.

Steps have been taken to revise the courses and make other necessary adjustments in the college of law and the college of commerce. A group of experts has been appointed to study and make recommendations.

A Unesco specialist has been appointed as adviser to the general plan for the improvement of science teaching. It was decided to start work with teaching material in the primary schools. Seminars were held in the Provincial Hsinchu Teacher Training School. The experiment in twenty-four classes of four primary schools in Hsinchu was started in September, 1957. The work is still being continued and an evaluation of the results will be made at the end of this academic year.

### TEACHING STAFF

#### Training

The temporary regulations concerning the standard of training for teacher training school students were promulgated by the Ministry of Education in January, 1958. Suitable adjustments or revisions will be made after one year's trial in the training schools.

It has been the policy of the Ministry to encourage women students to be trained as teachers in view of the fact that women are better fitted for the teaching profession, in particular, at the primary level. The ratio between men and women students in training schools at present is 54.48 to 45.52. The number of women on the staffs of colleges and universities is 13.66% of the total. In the United States women higher level staff constitute about 8% of the total.

According to a foreign expert, the primary school teachers' in-service training centre at Panchiao is one of the best of such organizations in the world. There have been 1,293 teachers and principals who have successfully completed their studies in the centre in eleven separate sessions of four weeks each. In addition, five special training courses, namely music, physical education, handicraft, fine arts and nature study

were held last August, and a total of 281 teachers in the above-mentioned fields participated in the courses. A visiting supervisory group of six teachers has been circulating over all areas of the country with the task of giving demonstrations and guidance in the specialized fields.

The summer in-service training course for secondary school teachers was held last summer for four weeks with 474 participants in nine fields: industrial and vocational education, community centre education, audio-visual education, home economics, agriculture, farm mechanics, library science, and students' guidance. This training course will be repeated this summer.

### AUXILIARY SERVICES

#### Evening Courses

In view of the fact that a great many adults with a keen desire to learn have been deprived of the chance to attend college, evening courses have been established to meet this need in four universities and one junior college.

#### Educational Broadcasting

To give overseas Chinese chances of furthering their studies the Ministry has operated since 1956 an education on the air programme at college level. The programmes have laid emphasis on Chinese culture, namely, Chinese language, Chinese history and Chinese geography.

#### Adult Education

In the field of social education great efforts have been made to wipe out illiteracy in the country. A total of 87,654 military conscripts were given supplementary education in the summer of 1957, and the number of illiterate persons has been reduced to 848,313.

#### Pupils' Health

A Board of Health Education has been jointly established by the provincial Department of Education and the provincial Department of Health. The Board is in charge of the over-all school health programme.

#### Physical Training

Physical training programmes for all school levels have been promulgated. In the teacher training university and teacher training schools, there are physical education departments to train students as physical training teachers for primary and secondary schools. Refresher courses for physical training teachers are normally given in the form of workshops and summer courses.

#### School Meal Services

Most school children in Taiwan bring their lunch to school. All schools have facilities for heating the pupils' lunch. Two-day workshops on nutrition have been conducted jointly by the provincial Department of Education and the Department of Health for primary school principals and teachers. The courses are intended to teach, among other things, how to prepare lunch for the children and also what the lunch should consist of. Help to children from poor families has been provided by the parent-teacher associations and educational administration departments.

## COLOMBIA

### EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

*Introduction — Educational Planning — Budget — Teaching Staff — Primary Curricula — Absenteeism — Rural Education — Aspects of the Baccalaureate — Technical Education — Universities*

#### **Introduction**

At present there is intense agitation for a reorganization of the whole structure of education, for the nation is conscious that the problem of education is the most urgent of all. There already exists a general conviction on this point: the school should not only train capable people, but people with a deep sense of responsibility, who are citizens in the full sense of the word. Public opinion has been moved by means of the press, radio, television and conference. The Minister of Education has worked out a vast and important project of administrative reform which will be presented to parliament.

Initiatives in the field of education during the past year were numerous, largely due to the radical change in the government on 10th May, 1957.

The instability of higher administration has not permitted fruitful and continuous work in the measure the people would have wished. It is hoped that this will be possible with the new technical organization planned by the department of culture, which has been troubled hitherto by political oscillations. A desire for democracy, common to the leaders of the two traditional parties, will guarantee peace between the parties for a long time and will enable a friendly and lasting realization of the vast education plans.

#### **Educational Planning**

An educational planning office has been created. Experts, assisted by Unesco officials, have undertaken a thorough study of all the country's education problems from elementary school to university level. This enormous analysis has been published in five volumes, and sets out various problems of national culture, proposing to follow a well defined, ordered and systematic method to arrive at a solution. It contains a detailed inventory of present realities; insufficiencies are studied, and an attempt is made to find unity in educational orientation at all levels of teaching, to achieve simplification and coordination of courses and the provision of general culture for all pupils, whatever the studies they pursue. The project comprises the reform of the administrative and teaching structure in each field of education.

The Currie and Lebret Missions and others had previously made progress in this field and proposed similar solutions, but it is only now

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. Agustin NIETO CABALLERO, Delegate of the government of Colombia.

that the idea is becoming a reality, thanks to the work of national and foreign experts, who have been placed at the head of the planning office. This work corresponds to the recommendation of the international inter-american meeting of Ministers of Education at Lima in 1956, to study the integral planning of education. This is the problem to be investigated at the teachers' seminar of the Organization of American States in Washington.

#### **Budget**

Thanks to the plebiscite, which expressed the opinion of the quasi totality of the country, the budget of the Ministry was doubled within a year, and occasioned simultaneously an increase of 10 and 25% in the municipal and departmental education budgets respectively.

Caldas, called the model department, is spending this year, on various educational needs, nearly 15 million pesos, i.e. 36% of the total income. This has permitted the increase of teachers' salaries (30% in secondary teaching and sometimes 100% in elementary teaching). The communes received a grant of 8 million pesos for school building. The grants for school canteens were increased, as well as for teaching material. In the country and in some towns, centres were founded to cope with illiteracy, and courses were organized on a large scale for future teachers. Pilot schools have been started, some of which, such as Pamplona, which is rural in character, lay claim to becoming organs of prime importance in the future of national education. Five million pesos have been voted for the founding of an "education bank", which is to develop public and private education.

#### **Teaching Staff**

The problem of teachers comes before everything else. One must be able to rely on a qualified teaching staff, devoted to their vocation and technically and morally prepared to provide teaching worthy of the name. To attain this aim, and to find a sufficient number of teachers, the output of training schools must be improved. For this reason, pilot schools have been set up, teachers' salaries increased, scholarships provided, etc.

Convinced of the necessity to increase the number of school inspectors and heads of education, the Ministry has founded courses on a wide scale, with competitive selection for admission. A sum of 7 million pesos has been voted for salary increases. The first result was the return of numerous teachers who had retired from the profession for financial reasons. Vocation and apostolate have limits.

This progress will certainly be followed by other improvements. The institute of further training for primary education, extended by the use of radio and correspondence courses, will increase the efficacy of teaching. The best training for rural teachers is to impress them with the sense of their responsibilities towards the community, and to teach them to act with discretion and conviction. This is also the conclusion of the study on the agricultural schools made by the Unesco experts.

#### **Primary Curricula**

The total revision of the primary school curricula has been accomplished. They already covered, as in all countries, reading, writing, drawing, elementary arithmetic, the study of the mother tongue,



natural science, geography, history, good manners, hygiene, handicrafts, music, singing and gymnastics. From now on, all these subjects will be the same for city and for country schools, taking into consideration the individual nature of each. The length of studies and the range of each subject will be the same. The country child will not then be handicapped in comparison with the city child if he should take up secondary studies. The new curricula, drawn up by commissions of experienced teachers, will come into force in the course of this year. A serious estimate will later be made with a view to necessary modifications.

The new curricula insist on the Christian and democratic aims of education, on character formation, the development of intelligence, physical and mental health, an appreciation of moral and aesthetic values, and the acquisition of the basic knowledge indispensable to the life of accomplished men and women.

#### **Absenteeism**

The fact that thousands of children do not attend school has several causes. First of all, there are insufficient schools for all the children of school age. And there are other reasons: the great distances separating home and school, lack of communications, the insufficient financial means of large peasant families, which require the help of their children for work in the fields, endemic diseases, which reduce vitality and make people incapable of continued effort, either physical or mental, the lack of confidence of country folk in the school, which they consider outside their world, indifferent to life and concerned only with book learning.

To change all this, the school is trying to create a close relationship with the community. To each rural teacher training school a zone of influence is assigned; sanitary campaigns are organized to combat *inter alia* malaria in hot temperate climates; school restaurants contribute positive assistance; fathers and adults are instructed by direct action or through radio programmes. Education is a social enterprise, and has an intimate relationship with other elements outside schooling. This has led to the search for close collaboration between the Ministry of Education and other government departments, especially that of Health and Hygiene.

#### **Rural Education**

Eight million inhabitants of Colombia, i.e. three quarters of the total population, are peasant farmers, so the importance of rural education is evident. A division for rural education has been created especially to deal with this problem. This division takes charge of agricultural schools, rural teacher training schools and visiting home officers, as well as courses for adults and rural pilot institutes. Among the last, Pamplona gives a higher training on cooperative questions, agricultural techniques, cattle breeding, school inspection and fundamental education for practising teachers in rural zones. The division is also charged with the training of primary teachers imbued with a social spirit of community service. The other institute, the rural training school for fundamental education, at Uribia, is one of the most original in an under-developed zone comprising a native population. The creation of this school was preceded by a social economic study of the region made in collaboration with two Unesco experts.

**Aspects****of the Baccalaureate**

The term "baccalaureate course" signifies the six secondary classes leading to the diploma required for university entrance. This does not necessarily mean that the candidate is going to take up university studies, but the course provides a general culture which will allow him to live decently in his future social surroundings.

There are two theories on this type of secondary teaching. Some try to impart from the first years a premature specialization which leads the pupil to a definite profession. Others, on the other hand, aim to give a general culture and to intensify, from the fifth year on, the subjects towards which the students are particularly attracted. Conscious of this difference of opinion, the Ministry has founded a certain number of pilot or experimental schools, acting on a definite system, which will later permit an evaluation of the results. What is certain is that a baccalaureate of the academic type can no longer be contemplated, for science claims its rights in the world which it is on the verge of transforming. A new humanism has made its appearance—a humanism which is not exclusively literary. However, it seems an error to conclude at premature specialization, and in consequence the last years of preparation for the baccalaureate must contain, not a branching off, but an intensification of certain subjects, which must not be an obstacle to the acquisition of the same general culture during the six years of study, in science and in letters. The Ministry, for the moment, is of the opinion that the study of these problems should continue in teaching seminars, a method which has already proved valuable.

**Technical Education**

One cannot pretend that technical instruction has followed in the course of this year the same accelerated cadence which characterizes progress in other sectors of education.

Justly anxious, the government is initiating negotiations to obtain a loan of 2½ million dollars, under the auspices of the French government, as technical help for machines, tools and equipment for centres of industrial training. The negotiations are well advanced and favourable results are expected.

In the interval, the Ministry has already worked out a new statute for industrial training, based on the recommendations of the five-year plan.

**Universities**

There have been two important initiatives in the university field: the Association of Universities and the creation of a university fund.

The Colombian Association of Universities deals with the safeguard of university autonomy, the liberty of scientific and cultural research, the situation of the students, the study of national problems in the domain of scientific investigation, the exchange of staff, the introduction of a higher standard of living for both staff and students, etc.

The university fund, constituted by all official and private universities, and the Ministry of Education, has begun its experiment. It has raised the level of higher education as regards fittings, laboratoires, living quarters, libraries, and the appointment of teaching staff, technicians, experts, administrators, writers, artists, etc. The university fund also organizes educational travel, seminars on science and arts teaching, etc. This fund is now in the hands of the University Association mentioned above.

# CZECHOSLOVAKIA

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

*New Administrative Department — Decentralization — New Regulations — School Building — Nursery Schools — General Schools — Teaching Problems — Multi-Grade Classes — Polytechnical Education — Aesthetic Education — Technical Education — Higher Education — Textbooks and Books for Children — Training of Apprentices — Music Schools — School Broadcasting — Audio-Visual Aids — Teaching Equipment — Teaching Staff — After-School Activities — Physical Education — Educational Research*

### **New Administrative Department**

The Ministry of Education and Culture is further extending its function as the directing, norm-forming and controlling organ in education. As from 1st September, 1957, in accordance with a government regulation, the Ministry assumed responsibility for the education and training of apprentices. A new department was established at the Ministry to deal with this matter.

### **Decentralization**

The carrying out of extensive decentralization has proved worthwhile. National committee jurisdiction, at all levels, has been extended and headmasters and directors of schools have been given greater authority. The working people now also have a greater say in the administration of the schools. The national committees, their executive organs and schools, work together with commissions and advisory bodies consisting of representatives of the workers, and experts are called in to help them solve problems and make decisions on economic questions such as the budget, school building and so on.

### **New Regulations**

To ensure unity in the interpretation of basic principles, the Ministry of Education and Culture has published "Work Regulations for Teachers". This year it has also produced "Organizational Regulations for General Schools", designed to help school authorities solve various problems in a spirit in keeping with socialist administration.

### **School Building**

The construction of new school buildings is one of the primary tasks of the Ministry of Education and Culture which is making great efforts to reduce building costs per school place. Considerable success has been achieved in this direction with the so-called Gottwaldov type hut school, where the average building cost per place is approximately 4,900 Czechoslovak crowns. An attempt is made, in the various building plans, to increase the number of classrooms for polytechnical education by using basement space. This is also kept in mind in preparing the basic outlines for the new general schools. New basic types of nursery school and boarding hostel are also in preparation.

<sup>1</sup> From the report submitted to the XX1st International Conference on Public Education by Mr. Bohumil MUCHA, Delegate of the government of Czechoslovakia.

This year about 750 million Czechoslovak crowns has been allotted in the national budget for school building.

#### **Nursery Schools**

The first national conference on pre-school education, held in Prague on 4th and 5th December, 1957, assessed the present state of pre-school education in the nursery schools, pointed out the positive results, drew the attention of the general public to Czechoslovak tradition in pre-school education and indicated the course of further development. Each district organizes conferences of nursery school teachers attended by the public. This critical analysis and positive assessment of their work encourages nursery school teachers to take up these conference problems in their schools, at the parents and friends of the school association meetings, in their methodological discussions, etc.

Handbooks published in the 1956-1957 school year proved very useful as a guide for nursery school teachers, as also the study on Comenius's "Informatorium for the Nursery School".

The number of children in nursery schools again increased. Parents and friends of the school associations, patrons of schools and various other social organizations contribute towards seeing that nursery school buildings, their equipment, gardens and playgrounds provide ideal surroundings and conditions of work for the teachers.

#### **General Schools**

The network of national, eight-year and eleven-year general education schools has been further extended. In comparison with last year there was an increase of 43 eleven-year secondary schools. In the 1957-1958 school year there was a total of 12,501 general education schools and the number of pupils increased by 3.2%. In comparison with the previous school year the number of pupils in the eight-year schools increased by 2.7% and in the eleven-year schools by 15.5%.

The Ministry of Education and Culture worked out directives for educational work for the school year 1957-1958, which were discussed at meetings with school personnel, directors, teachers and trade union workers. These directives aim to: (a) improve education; (b) develop polytechnical training, and (c) improve the general knowledge and proficiency of the pupils, avoid overburdening them and pay greater attention to their health.

#### **Teaching Problems**

The Central Pedagogic Institute deals with the theoretical explanation of teaching, principles, methods and forms of educational work for all teachers and educators. The pilot schemes which are now being worked out and tested in specially chosen schools will be a means of creating a systematic, consistent and purposeful educational method.

The central institutes for the further training of teachers and school personnel in Prague and Bratislava organized a national seminar for regional school inspectors and regional methodologists in July, 1958, on the system of educational work, the work of the class teacher and methods of controlling educational work in schools. Similar seminars will be organized in each region for local district school inspectors and heads of district teaching centres.

#### **Multi-Grade Classes**

One of the main centres of interest during this school year were the problems of schools with few classes. At discussion



groups and national conferences of village school teachers, organized by the Ministry of Education and Culture and trade unions, questions concerning the organization of education and teaching in schools with few classes, especially those with only one class, were discussed. Regulations aim at lowering the number of age groups taught simultaneously and at perfecting means of teaching. They provide for the transformation of more one-class into two-class schools, they encourage the sending of fifth year pupils from one-class schools to schools with the full complement of classes. Principles have been worked out for the organization of the curriculum and the clear division of teaching hours. An essay on methodology for teachers in schools with few classes is being published, also a more extensive book on pupils' individual work. A number of special aids for work in sections are in process of publication.

**Polytechnical Education** The school year 1957-1958 has seen a further development in the polytechnical education and training of youth in the general schools. In natural science subjects, geography, mathematics and technical drawing, pupils learn something of scientific and technical principles, especially in fields of production, i.e. electric power production, mining of raw materials, engineering, electrical engineering, the chemical industry and agriculture. In addition to observation and experiment, an important form of training is the introduction of obligatory work in laboratories, topographical work out of doors and excursions to industrial and agricultural factories and workshops, to transport and communications establishments.

Handwork was introduced into the curricula of the first four years in the 1957-1958 school year. Practical work in school workshops and on experimental plots was introduced in the sixth and seventh years and practical lessons in engineering and agriculture in the ninth and tenth years. These subjects furnish the pupils with a basic knowledge of materials, instruments and machines in the main branches of production, and with skill in using them, and teach them to cultivate useful plants and to rear livestock. These technical subjects have already been introduced in the great majority of schools and conditions have been established for their introduction generally into the planned curriculum for all general schools in the school year 1958-1959.

Special importance is attached to practical work in agricultural and industrial workshops. This practice was introduced as an experimental scheme in 30 schools during the 1957-1958 school year. It has been shown that the participation of pupils in actual production work, linked with instruction, produces a more consolidated polytechnical training and creates a better morale among pupils.

Schools are continuing the construction of school workshops, experimental plots and laboratories for teaching natural science. National business and agricultural enterprises provide schools with machines, instruments and materials, help them to organize excursions and practical training for pupils, and the experts from the factories assist in giving teachers special instruction for polytechnical teaching.

**Aesthetic Education** The Ministry of Education and Culture has introduced a number of measures designed to improve the level of aesthetic training provided at general education schools. A national conference

of teachers and representatives of cultural institutes and organizations was convened to discuss aesthetic education.

The try-out of pilot curricula syllabuses and textbooks in certain test schools will also incorporate a system of aesthetic training which will come under examination to see whether it corresponds to the importance of aesthetic subjects in the all-round education of young people.

#### **Technical Education**

During the school year 1957-1958 the number of technical schools increased by 58 and the number of classes by 4,582. The growth in the number of specialized schools, dating back to 1945 and to the special impetus of the year 1948, came in response to the continually increasing need for technically trained staff in a socialist economy.

A revision of curricula and syllabuses is now going on in these schools. The great majority had been revised by the beginning of the present school year and the work is to be completed by next year. In carrying out this revision there is full cooperation with the specific industrial and economic branches concerned. Up to now the curricula have allowed for 36-40 hours' instruction, in the new plans there will be not more than 36.

The proportion of general education subjects will not alter (about one third). The syllabuses for special subjects have been revised from the point of view of progressive techniques in technology and economics. By lowering the number of hours' teaching, it has been possible to introduce the optional study of another foreign language, either English or German. Music and singing are also optional subjects.

The two-year study courses at technical schools for pupils who have completed the eleven-year school are being extended to more fields. The number of students with this training has almost doubled during the present year. The Ministry of Education and Culture has taken certain measures to improve the level of these courses, especially in organization and method, on the basis of experience gained so far. For instance, in place of the previous half-yearly reports, quarterly reports and pupils' report books have now been introduced, as in the general schools. These measures have proved efficacious and have already shown good results.

The Ministry of Education and Culture is working on basic regulations for technical training, which will help in practice to raise the level of work in technical schools.

#### **Higher Education**

During 1957-1958, work has been continuing at the universities on the preparation of draft curricula. Rectors of universities were given the power by the Ministry of Education and Culture to make certain minor alterations in the regulations, in particular the relaxing of obligatory attendance at lectures among senior students and the lowering of the number of terminal examinations. The students thus gain more time for independent study.

University teachers have had to concentrate primarily on the political, ideological and moral education of the students.

At teacher training colleges, the training of secondary school teachers has concentrated on extending polytechnical training. Faculties have worked to improve training in education and method.

In higher technical schools the training of engineers has been consolidated, especially in the technological and economic fields.

To improve the work of teaching staff at universities and higher schools it has been decided to re-introduce the defending of theses in discussion and the competitive filling of new posts.

**Textbooks and Books for Children**

By 1st September, 1958, the publishers of textbooks and teaching aids for general, technical and teacher training schools will have issued over six million copies of textbooks and over 200,000 textbooks and duplicated texts for the universities and higher schools.

As far as literature for children is concerned, in 1957, 459 different books were published in an over-all total of 6,626,458 copies. These publications are designed for various age groups. The literary value of these books is matched by their illustrations and designs, which are contributed by the nation's best artists.

**Training of Apprentices**

As from 1st September, 1957, the Ministry of Education and Culture took over responsibility for the education and training of apprentices, of which there will be 200,000 by 1st September, 1958.

Up to the present a fourteen-year-old who had completed his eight years' study at a general education school and was not continuing study was trained either at a training centre or the state apprentice reserve, at a factory apprentice school or at a factory school. The lack of unity in the organization, level of education and qualifications among apprentices led to the closing by the government of training centres for the state apprentice reserve. Training centres were placed under the administration of specific industrial concerns, the director being responsible for the training of young workers. In the interests of unification the Ministry of Education and Culture was entrusted with their direction, co-ordination and over-all control. This unified apprentice training will provide adolescents with, in addition to technical training, a higher level of general education. The aim in future is to see that all young people who do not continue studying after the eight-year school will be organized in some educational scheme. In agriculture a two-year training scheme will be introduced for all young people who enter agriculture after completing the eight-year course.

The training of apprentices consists of technical instruction in the initial period in workshops with training equipment, later in the actual workshops of the enterprise, and of theoretical teaching, also of education after work.

In the first and second years of training, practical instruction and teaching alternate in regular three-day periods, so that of a total of 36 hours weekly, 18 are spent in practical instruction and 18 on theoretical training and general education. In the third year apprentices do a 46-hour week in the factory workshops and every other week they have one day of six hours for so-called consultation, in which they study the special technology of their trade.

As a result of experiments the various branches of instruction are to be re-organized and their number is to be decreased by the abolition of certain over-specialized subjects. Curricula are to be altered on the basis of experience, the latest pedagogic principles and the needs of the nation's economy.



The training of apprentices is free of charge, the cost being met by the enterprise concerned. More than half the young people being trained as skilled workers under these schemes are housed in special hostels.

#### **Music Schools**

Children are accepted at these schools from the age of 7 and can stay there until the age of 17. In the present school year more than 70,000 children from general schools attend these basic music schools. Other children receive musical training at courses organized by cultural associations. It is estimated that there will be a steadily growing number of pupils, so that in the end all musically gifted children will receive expert musical training.

#### **School Broadcasting**

Each month the Czechoslovak radio regularly broadcasts 168 information, instructional, literary and music programmes for children of pre-school age, schoolchildren, students and young workers. It also broadcasts other programmes for parents and educators on the education of children and young people. Morning broadcasts are linked with the curricula in the national schools and are concerned with aesthetic, polytechnical and physical education. This help is particularly valuable in village schools. School radio programmes are prepared by teachers and their production is entrusted to the best radio producers and artists. Plans for broadcasts are made in consultation with expert educationalists.

The radio also contributes to general educational knowledge. There was great response among listeners to the series of programmes "Talks to Parents". The majority of the lectures and discussions in this series were later issued in book form. During the spring of 1958 the Czechoslovak radio ran a series of programmes called "Radio University", on the training of adolescents.

#### **Audio-Visual Aids**

With the production of new school films during the 1957-1958 school year, their number has now risen to 670. For the national schools the new films included silent coloured films about domestic and wild animals. In the field of physics, further films have been made on changes in the basic properties of matter and on the wave nature of light. A film on the art education of children of pre-school age has been made for the benefit of teachers at nursery schools.

There is now a collection of coloured and black-and-white filmstrips for teaching history to sixth-year pupils at general schools. In addition, a series of gramophone records is being made for teaching foreign languages at these and at the eleven-year schools, and also more gramophone records for nursery schools (songs and dances).

#### **Teaching Equipment**

The research centre has created a further 117 prototypes of teaching equipment for general education schools. These include aids for mathematics, such as a collection of charts for geometry, a disk for demonstrating trigonometric functions, an instrument for light experiments in physics, models of Francis and Kaplan turbines, and so on. Special attention is being paid to the construction of teaching aids for drawing. An index of teaching equipment for technical schools has been prepared, for which draft proposals and designs will be made and produced. Experience in equipping special classrooms for physics, chemistry and biology is being collated for purposes of standardization.



**Teaching Staff**

National school and nursery school teachers are still being trained at the central pedagogic schools, which accept pupils who have completed the eight-year school course. Starting from this year pupils will be studying from the new curricula, which were revised to relieve the students of an overburdening of subject matter, to extend polytechnical training and improve method.

This will probably be the last year that fourteen-year-old students will be accepted at the pedagogic school, as a new system of training for teachers of this standard is being prepared at the teachers' training colleges, which are attended by graduates of the eleven-year schools.

In the coming school year the teacher training colleges and secondary teacher training schools will not take any more pupils, as these schools are no longer considered suitable; teachers for all classes will now have full university training.

Teachers of the higher forms in eleven-year schools and those teaching general subjects at technical schools already train either at teacher training colleges or at the universities. The intention is to give them a more profound pedagogic and methodological training.

In order to test whether teachers of all grades and types of schools are really suited for their particular work, it is intended to introduce a special examination for young teachers after they have had two years' practical experience.

The activities of institutes for further teacher training and district pedagogic centres, whose task is to stimulate the technical and ideological advance of qualified teachers, have been developed and consolidated during the present school year. They have organized courses, discussions and lectures, done research on the experiences of active teachers, provided documentation, arranged consultations, published teaching aids and publications, organized exhibitions, etc.

About 3,500 teachers have been taking part in the so-called general systematic study course for teachers and school personnel. Pedagogic readings, written lectures on teachers' experiences, etc., have demonstrated that many teachers are interested in theoretical work.

The institutes for further training have 470 regular students and 1,500 external students at 21 institutes and 310 centres.

**After-School Activities**

In the pioneer organization, catering for about a million children between the ages of 9 and 14, interest is encouraged in nature study groups, young technicians' clubs, hiking and camping, aircraft modelling, music, choirs and dance ensembles, etc.

During the present school year there has been a further increase in the number of children who regularly visit pioneer palaces and take part in their activities.

Schoolchildren take part in various national and international art and literary competitions, mathematics olympiads, etc.

**Physical Education**

Each year are organized special sports competitions which attract great attention. This year, over 8,000 children took part in the Ústí region pioneer winter games, and in the Prague youth sports more than 7,000 children took part in the swimming events alone. The same is true of the other regions. Another clear indication of the great interest in physical training on the part of young people is to be

found in the fact that about 150,000 children took part in the Slovak physical training celebrations held in Slovakia in May and June, 1958.

During the 1957-1958 school year more than 70,000 schoolchildren travelled to the mountains through direct support from the State or from the associations of parents and friends of the school or the schools' patrons.

In the present school year there are 41 physical training departments in the universities. The problem of physical training in schools was the subject of discussion at a national conference on physical training in schools organized by the Ministry of Education and Culture in April, 1958, in Olomouc. It was attended by teachers, scientific physical training personnel, doctors and athletes.

**Educational Research** The main scientific research institutions in education and educational psychology are the Jan Amos Comenius pedagogical institute at the Czechoslovak academy of science, the educational research institute in Prague (with a branch in Brno), the department of education of the Slovak academy of science, the educational research institute in Bratislava, and the teachers' training colleges.

One of the basic tasks of the Jan Amos Comenius institute is to study and publish the works of Comenius. It is preparing a photo-type edition of the work "Opera Didactica Omnia". Together with other institutes it organized an international conference of experts on Comenius in September, 1957.

The central task of institutes and schools of education during the school year 1957-1958 was research into the content and quality of general education and the results achieved. Work is also being done on basic study material, methodology and means of research. Research should give new content to education at the general schools and lessen the burden on pupils. Another part of research which is being carried out at 90 different schools is that being done in the field of polytechnical education.

Special attention is being given to the teaching of the mother tongue and mathematics.

In connection with this didactical research into the content of instruction, various problems of moral education are also being analysed. Studies have been completed on the questions of patriotic and international education, on the work of pioneer groups, on the protection of young people from harmful influences, etc.

In the field of general psychology the results of research on generalization have been published; in educational psychology the main subject of research is individual differences in ability to abstract among pupils at national school level. A study has been completed on the concept of number in children, studies on certain signs of personality among first-year children, and on the acquisition of grammatical knowledge.

In 1957 it was decided to re-organize the institute of documentation and research in technical education. It will now be called the pedagogic institute for technical education and will be a state institute under the Ministry of Education and Culture. It will be concerned with all technical schools, apprentice schools and establishments for the training of adolescents in specific trades which are administered by other central authorities.

# DENMARK

## EDUCATIONAL PROGRESS IN 1957-1958<sup>1</sup>

*Finance — School Building      Primary Education Reform — Numbers in  
Primary Schools — Grammar Schools — Numbers in Examination Schools —  
Post-Primary Education — Folk High Schools and Agricultural Schools —  
Teacher Training Colleges — Special Education      Vocational Guidance*

**Finance**                      State expenditure on education during the fiscal year 1st April, 1957, to March 31st, 1958, as compared with the preceding year, was 363,990,723 Danish kroner (329,782,666 kroner in 1956-1957) and was distributed as follows :

Central administration . . . . .	3,015,875
Public primary schools . . . . .	229,824,736
Private primary schools . . . . .	7,270,000
Senior schools . . . . .	68,569,269
Youth education . . . . .	25,299,880
Teacher training . . . . .	17,504,412
Pedagogic institute and study collection . . . .	503,976
Other educational expenditure . . . . .	10,276,310
Faeroe Island schools . . . . .	1,726,265

In addition, the budget of the Ministry of Education comprises expenditure on institutes for higher education, libraries, archives, museums, art, etc., so that the total expenditure of the Ministry in 1957-1958 amounted to 574,606,115 kroner (9 or 10% of the total state budget).

To state grants for education must also be added the expenditure of local authorities, so that the total expenditure on education exceeded a thousand million kroner.

**School Building**                      As in previous years, the Ministry has endeavoured to meet the wishes of local authorities for school buildings as far as possible.

The work of the School Construction Research Board, appointed in 1954 for the purpose of investigating the possibilities of more appropriate and economical school construction, has been of great importance. The Board has continued its work in the past year along the same lines as hitherto; next year it will be possible to make a full report on its work.

**Primary Education Reform**                      A new bill laid before the Folketing to amend the Primary School Act of 18th May, 1937, was enacted on 7th June, 1958. After incorporation of amendments

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. Vagn JENSEN, Delegate of the Danish government.

moved in committee, the main features of the new Act provide a system according to which the primary school will consist of a main school of seven or eight years, which may be extended by a ninth class and may comprise an examination division designated as the *real* division. For children who leave school at the compulsory school leaving age, a rounding off of the teaching, where desirable, shall be provided during the seventh school year, but there will be no proper school leaving examination. After the seventh year, pupils may continue with a voluntary eighth or ninth year, during which the instruction will be organized with a view to their future work. If they meet the requirements, they may pass on to the *real* division, which, according to the Act, covers three years and is terminated by a *real* examination at the completion of the tenth year at school. The former middle school examination is abolished.

In the course of the year, agreements have been made between municipalities on educational cooperation, such as the establishment of three-year courses for the school leaving examination (*Præliminæreksamnen*). The course includes, besides the usual sixth and seventh-year subjects, the teaching of English in the sixth, and of German and mathematics in the seventh year.

Through the new rules, which in the main place the three-year course on the same footing as the middle school and *real* school, an important step has been taken towards offering the rural districts the same possibilities as the urban municipalities of establishing examination schools. During 1957-1958, great interest has been shown in the establishment of these courses.

#### Numbers in Primary Schools

At the end of the calendar year 1957, urban primary schools had a total of 170,902 pupils in 6,655 classes. The number of teachers in these schools was 6,766. For comparison, the number of pupils in the town schools on 31st December, 1956, was 167,916 (6,088 children below compulsory school age, 145,599 of compulsory school age, and 16,269 children above that age), whereas there were 231 schools with a total of 6,438 classes.

It appears from the above that from 31st December, 1956, to 31st December, 1957, the number of pupils in urban municipalities rose by 2,986 (1.2%), and the number of classes by 217 (3.4%).

#### Grammar Schools

The committee appointed by the Folketing to consider the proposals for a grammar school Act have concluded their work and presented a report, on the basis of which a bill was passed on 7th June, 1958. The new regulations provide a scheme according to which the grammar school shall consist of a three-year *real* section and a three-year grammar school section, the transition to the first grammar school class usually taking place after the second *real* class. The teaching of music and Russian has been continued as an experiment.

#### Numbers in Examination Schools

The number of pupils in state, municipal and private examination schools was 117,521 in 1956-1957, and 127,148 in 1957-1958, an increase of 8.2%.

#### Post-Primary Education

The following table shows statistics on youth schools, evening schools, continuation schools, etc.:



	Number of Schools				Number of Pupils			
	Rural	Town	Capital	Total	Rural	Town	Capital	Total
Youth schools . . . .	154	70	6	230	4,308	6,946	871	12,125
Evening schools . . .	4,323	442	23	4,788	114,713	159,121	45,036	318,870
Evening folk high schools . . . . .	419	123	11	553	13,764	12,610	6,287	32,661
Recreation facilities .	54	73	1	128	2,182	5,523	100	7,805
Farm vocational teaching . . . . .	129	14	—	233	5,704	739	—	6,443
Continuation schools .	88	1	1	90	—	—	—	7,269

#### **Folk High Schools and Agricultural Schools**

In 1957-1958 there were 62 state subsidized folk high schools with 6,478 students (5,418 between 18 and 25 years old), and 29 agricultural schools with 2,928 students, which is a considerable increase on the preceding year. It is noteworthy that the number of male students at the folk high schools, which had stagnated for a number of years after the adoption of longer military service, rose by a hundred in the preceding year and by 250 this year. This is largely due to the fact that state grants to students who have completed their military service have increased considerably.

The increase in the number of students in agricultural schools, which is equivalent to that in folk high schools, is due to the same cause. It should be noted that the number of students stated above for the folk high schools does not include the short courses held for two to four weeks in the summer, which are attended by about 1,500 pupils, mainly from the towns.

The folk high school committee appointed by the Minister of Education has continued its work, and has presented a statistical report "Folk High School Students 1955".

#### **Teacher Training Colleges**

Efforts to meet the constant shortage of teachers have been continued during the year under review by the greatest possible utilization of training college capacity. On 1st August, 1957, a new state-recognized private training college was established. From 1958 on, the annual increase in the number of men and women teachers will amount to about 1,500, so that there is a possibility that the present shortage of teachers will be remedied in the early 1960s.

#### **Special Education**

Progress in this field is due primarily to the activities of the specialist advisers, whose task is to assist the school authorities in questions of teaching children who are unable to keep up with regular instruction, but who do not come under the heading of deficient children.

In 1955 the Ministry appointed a commission to consider the special problems of planning the instruction of these children, and measures in support of the vocational training of young people of limited intelligence. This commission continued its work in 1957-1958. As in previous years, courses have been held for training special education teachers.

#### **Vocational Guidance**

Since the Act of 31st March, 1953, on vocational guidance, free advice has been given to children in school leaving classes. The guidance is provided by the public labour exchange authorities in close cooperation with the schools.

## DOMINICAN REPUBLIC

### EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

*Budget — Quantitative Development — Further Training for Teachers — Syllabuses and Examinations — School Equipment — Textbook on Good Manners Assistance for Schoolchildren — Parents' Associations — Libraries — Students' Hostel — Physical Education — Latin American Education Congress — Cultural Relations*

#### **Budget**

For the implementation of the 1957 education plan, the Department of Education had at its disposal the sum of 10,002,922 Dominican pesos, representing an increase of about a million pesos over the previous year. This sum does not include expenditure on construction, which this year totalled 771,866 Dominican pesos, nor the expenditure on the building for the Secretariat of State for Education and Fine Arts (762,645 pesos).

#### **Quantitative Development**

The number of pupils enrolled in the 4,854 schools, according to the latest statistics, is 506,729, to which must be added the 256,374 adults enrolled in the 12,138 literacy centres, making a total of 763,103 pupils. Compared with the total population of 2,658,481 this figure represents a remarkable percentage. The same progress can be seen in university education: the old university of St. Thomas Aquinas (the first university in the new world, founded by a bull of Pope Paul III) has become the modern university of Santo Domingo, which has its place among the most famous and important universities in the whole of Latin America.

#### **Further Training for Teachers**

The national education service is working out a large-scale plan of activities, including courses, national and local meetings and seminars, in order to provide further training for in-service teachers, inspectors and directors. Among others should be mentioned the courses for secondary school counsellors, given in collaboration with the university teaching staff, the national seminar on secondary education, the courses for inspectors with fewer than two years' experience, courses for unqualified rural teachers, etc. Further, educational technical assistance missions have been working in various parts of the country in order to teach new methods and to fix standards for a more efficient organization of education. In the field of private education, the Department of Education has held meetings and classes to achieve better coordination between public and private education.

<sup>1</sup> From the report submitted to the XX1st International Conference on Public Education by Mr. Salvador E. PARADAS, Delegate of the government of the Dominican Republic.

**Syllabuses and Examinations**

Among the more important legal measures should be mentioned those enacted by the national board of education on the new syllabuses for Catholic religious and moral instruction in secondary schools and the examination regulations for secondary education.

**School Equipment**

The State spent 143,929 Dominican pesos in 1957 on the purchase of desks, 213,390 on general equipment, 20,620 on teaching materials, especially modern laboratory equipment for public secondary schools, and 27,889 on motor vehicles to facilitate efficient inspection by various officials of the Department of Education, etc.

**Textbook of Good Manners** At the instigation of Generalissimo Rafael L. Trujillo, an edition of 2,000 copies of the book "Manual de Urbanidad" by A. Carreño has been printed and distributed in the schools of the country, to help improve pupils' good manners.

**Assistance for Schoolchildren**

School social work received a new impetus in 1957: the school canteen budget rose to 419,280 Dominican pesos, school clothing services received 82,625 pesos and the school savings bank, which was founded only two years ago, has developed to the point where it totalled at the end of last year 50,261 pesos. The school medical service dealt with about 8,000 pupils. Another thriving activity is the summer camp movement; these camps are held for a period of 20 days by the sea or in the country.

**Parents' Associations**

Associations of parents and friends of the school cooperate with teachers in improving education and contribute to the construction and repair of school premises, especially in rural areas.

**Libraries**

The general library department of the Secretariat of State for Education and Fine Arts ran 27 circulating, municipal and travelling libraries, which loaned 125,000 books to 119,294 readers. In addition various public libraries were set up.

**Students' Hostel**

The university city has been enlarged by the construction of a fine hostel for men students, with accommodation for 108 persons. This building, which cost 246,917 Dominican pesos, has been placed under the spiritual direction of the Fathers of the Order of San José de Calasanz.

**Physical Education**

Physical education and sport, which are a fundamental part of modern education of the whole person, have been developed by means of the distribution of sports equipment to the schools and an increase in the number of qualified instructors attached to schools.

**Latin American Education Congress**

The most important event of the year was the third Latin American education congress at Ciudad Trujillo from 24th October to 1st November, 1957. Agreements were signed with the aim of bringing Latin American peoples closer together over important problems such as literacy campaigns, recognition of courses, teacher training, the improvement of technical education at

intermediate level, etc. It would be of interest to quote the statement of Dr. Rodolfo Barón Castro, a member of the executive committee and special delegate of Unesco, on this congress: "The activity of the Department of Education (of the Dominican Republic) shows constant and efficient work, which is due to its broad statistical vision and to the disinterested mind of the educator who has enabled it to think up, plan and carry out its magnificent educational work, namely, Generalissimo Trujillo."

**Cultural Relations**

International cultural and educational relations have been fully active. The former commission of intellectual cooperation has been reorganized under the name of the Dominican National Commission for Unesco, to bring it into line with international realities. It has begun publication of a review and a bulletin which are to bring foreign educational bodies information of the national cultural movement.



# FINLAND

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

PRIMARY EDUCATION — *Quantitative Development* — *New Primary School Act* — *School Year* — *Curricula* — *Civic Schools* — *Lower Secondary School Entrance* — *Experimental Schools* — *Teachers* — *Inspection* — SECONDARY EDUCATION — *School Building* — *Quantitative Development* — *Shortage of Teachers* — *Further Training of Teachers* — MISCELLANEOUS — *Handicapped Children* — *People's Education*

### PRIMARY EDUCATION

**Quantitative Development** On 1st September, 1957, the primary schools had 622,784 pupils and 22,426 teachers. Compared with the preceding year, the increase was 17,854 pupils and 502 teachers.

**New Primary School Act** The reorganization of Finnish primary schools continued during 1957. The Primary School Act, which had been long under preparation, was promulgated on 1st July, 1957. Under this Act, primary schools consist of the primary school proper, the civic school, the lower secondary school, and auxiliary and other special schools. The primary school proper consists of six years' education; it is followed by the civic school, which lasts two years. After attending the primary school proper for four years, pupils have, however, the possibility of entering a state lower secondary school, a private secondary school or a lower secondary school forming part of the primary school. Lower secondary schools with three or four-year courses can be organized on the basis of the six-year primary school. Communal lower secondary schools can be founded only with the permission of the Council of State. Until now, the total number of these secondary schools attached to primary schools has been 33. They have been created for experimental purposes. The primary school must provide young people having finished their schooling with such supplementary education as can be given in the evenings by the teachers, if a minimum of eight young people wish to receive this education. More detailed provisions for the completion of this Act have been prepared during the year 1957.

**School Year** The school year consists of 200 working days divided into two terms. The daily time-table may vary from 4 to 7 hours.

The educational year begins on 1st August. School work is usually started on 1st September. There is a Christmas holiday of at least twelve days and a five-day Easter holiday in the spring term. During the school year eight additional days holiday are granted. Daily instruction begins

<sup>1</sup> From the report submitted to the XX1st International Conference on Public Education by Mr. Reino OITTINEN, Delegate of the Finnish government.

generally at 9 a.m. and ends not later than 4 p.m. Teaching in primary schools is public and nobody can be refused without sound reasons.

**Curricula**

The curriculum of each school is prepared by the director of the school, in collaboration with his fellow teachers. This is first examined by the board of managers of the school and then finally approved by the primary school inspector. The schools are provided with a tentative working programme formulated by a committee of experts, but adherence to it is not compulsory. The curriculum of lower secondary schools must be submitted for the approval of the Central School Board.

**Civic Schools**

The civic schools prepare for their tasks in society those children who do not complete lower secondary school studies. It aims to make them industrious and thrifty citizens, to give them a richer general culture and a moral education. The subjects taught in the civic school are closely connected with the economic activities of the population in the district. The purpose of the school is to lay the foundations for proper vocational education. The civic school, in collaboration with the authorities and employers, helps young people who have finished school to find work corresponding to their gifts and abilities.

**Lower Secondary School Entrance**

The pupils of the lower secondary school attached to the primary school are to be chosen solely on the grounds of their gifts and abilities, as these schools are free. The primary teacher reports on the ability of the pupil to follow the instruction given in the lower secondary school. In addition, a special entrance examination must be passed. If the pupil does not make sufficient progress, he is transferred, depending on the marks he has reached in school, either to the primary school proper or to the civic school. The transfer is authorized by the primary school inspector acting on the proposal of the teaching staff of the lower secondary school.

**Experimental Schools**

The State may set up experimental schools and can make experiments also in the communal primary schools. A commune may also undertake school experiments if the plan is approved by the Central School Board. Experiments carried out in the experimental primary schools are under control of a commission, the members of which are appointed by the Ministry of Education. The commission can grant prizes and make awards for proposals proving profitable in the activity of primary schools but which give no material benefit to the persons who have presented them.

**Teachers**

A primary school having at least 2 teachers shall have teachers of both sexes. Only men can be appointed teachers of sports and gymnastics for boys, and only women for girls.

To be appointed teacher, it is necessary to have studied for six years in a primary teacher training school after eight years' primary school or four years' lower secondary education. Those who have studied at least two years in a higher school for primary teachers can also be appointed teachers. For civic schools, teachers are required to have pursued additional studies for about one year, and auxiliary schools and other special

schools have similar requirements. Only persons with a university degree are qualified to teach in lower secondary schools, and they must have obtained a certificate in the branch they will teach. Such teachers are appointed by the board of managers of the primary school after the vacant posts have been advertised in the Official Journal. The choice must be approved by the primary school inspector.

**Inspection** It has been possible to increase the inspection service, since the Central School Board had four regular inspectors and 20 temporary inspectors at its disposal. This has tended to create an atmosphere of confident collaboration and developed the relations between the central administration and the teachers.

## SECONDARY EDUCATION

**School Building** The construction of fifteen state secondary schools was completed during 1957 (12% of the total). In eleven schools (9%), construction work is in progress. For nine of the schools (7%), the planning is sufficiently advanced to begin construction during 1958.

Between twenty and thirty private secondary school buildings have been completed. The budget for 1957 assigned a sum of 200 million marks as loans for the building of private secondary schools. Loans varying from one to six million were granted to 52 of these schools. Some secondary schools have been granted loans from the funds for combating unemployment. Further subsidies from the income of football pools were granted for the building of gymnasia.

**Quantitative Development** The following table shows the numbers of schools, classes and pupils in 1956 and 1957 :

<i>Number of Secondary Schools</i>	1.9.1956	1.9.1957	Increase
State secondary schools . . . . .	115	118	3
Private secondary schools . . . . .	249	271	22
Communal lower secondary schools	33	33	—
Total . . . . .	397	422	25

<i>Number of Classes</i>	1.9.1956	1.9.1957	Increase
State secondary schools . . . . .	1,952	2,107	155
Private secondary schools . . . . .	2,331	2,541	210
Communal lower secondary schools	105	122	17
Total . . . . .	4,388	4,770	382

<i>Number of Pupils</i>	1.9.1956	1.9.1957	Increase
State secondary schools . . . . .	66,057	72,209	6,152
Private secondary schools . . . . .	77,682	86,509	8,827
Communal lower secondary schools	3,666	4,223	557
Total . . . . .	147,405	162,941	15,536

The number of children applying for admission to secondary schools continues to increase. On 1st September, 1957, the number of new pupils

was 32,788, and the number of those who, though admitted, could not be accepted for lack of accommodation was 8,012. Of these, 7,876 had applied for admittance to Finnish-speaking and 136 to Swedish-speaking schools. The number of children admitted to the secondary schools (32,788) is 30.9% of the eleven-year age group (in 1956, 30%).

In 1957, 6,580 candidates were registered for the school leaving examination, out of which 5,552 were admitted (85%).

**Shortage of Teachers** The inquiry made during the autumn of 1957 showed that the shortage of teachers has become slightly more pronounced. Inadequately qualified teachers represented 46.4% of the total (in 1955, 43.9%). The number of weekly lessons given by these teachers was 39.4% (in 1955, 36.5%). The lack of teachers is more pronounced in the state Finnish-speaking secondary schools.

The situation has become slightly less difficult in private secondary schools, in spite of the fact that many new schools have started to function and old ones have been enlarged by the creation of parallel classes.

The shortage of qualified teachers is most serious in the Swedish language (second national language), mathematics, physics and chemistry.

**Further Training of Teachers** A new teacher training lycée for the practical training of secondary school teachers opened on 1st September, 1957; there are now four of these schools for Finnish and one for Swedish-speaking pupils.

The Central School Board organized for the first time between 26th August and 14th September, 1958, a compulsory preliminary course of practical teaching training, which comprised, inter alia, lectures, round-table discussions, group discussion and guided observation of activities in primary, secondary and vocational schools. Some of the participants were allowed to take an examination instead of this preliminary course.

## MISCELLANEOUS

**Handicapped Children** During the school year 1957-1958, the deaf and dumb schools had 518 pupils and 69 teachers. Schools for the blind had 137 pupils and 21 teachers.

New regulations for schools for the deaf and the blind have been considered during 1957. In addition a proposal for new regulations concerning schools for children with deficient hearing has been planned. These schools can be started on once the new primary school act has come into force.

**People's Education** At the end of 1957, the number of people's colleges was 84 (of which 20 are people's institutes) attended by 6,340 pupils.

The activity of workers' evening schools has been developing. During 1957, five new evening schools were authorized to open their courses, so that the number of schools operating at the end of 1957 was 111 (16 Swedish-speaking). In February, 1957, the number of pupils was 62,726.



## FRANCE

### EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

ADMINISTRATION — *Current and Proposed Changes* — Budget — School Building — ORGANIZATION — Quantitative Development — Compulsory School Age — Entrance to the Lowest Secondary Class — Development of Secondary Science Divisions — Exemption from the Baccalaureate — Length of Study — New Courses — Experimental Primary Schools — CURRICULA, SYLLABUSES, METHODS — Reorganization of Studies — Syllabus Reform — Teaching Methods — TEACHING STAFF — Shortage of Teachers — Teacher Training — Further Training — Teachers' Salaries — AUXILIARY SERVICES — Handicapped Children — Pupils' Health — Physical Education — People's Education

#### ADMINISTRATION

##### **Current and Proposed Changes**

The Ministry of Education has continued, during the past year, its efforts to regroup those departments common to a number of different categories of teaching and to adapt the framework of school instruction to the evolution of the national economy.

The organization of the school, university and sports equipment department has just been completed. Furthermore, the decrees of 21st May and 23rd October, 1957, reorganizing the county committees for school building, have simplified the procedure for the study of records and brought administrative authorities, school architecture specialists and local authorities (mayors and town councillors) closer together.

In the same way, those offices which in each education department originally looked after the distribution of grants and the financial arrangements thereof, have been incorporated into a single office.

A regulation of 20th November, 1957, has brought into being a commission charged with the study of all problems connected with recruitment and training of personnel in science departments; it will also carry out research and propose necessary measures.

The Ministry of Education has also set up, by the regulation of 10th December, 1957, a consultative commission charged with the study of problems touching national education which result from changes in the French economy; the commission will work in conjunction with various teaching authorities.

Finally, a plan has been drawn up by a commission for the reform of the competitive entrance examination for the *Grandes Ecoles*, in order to cut down the number of different examinations and to standardize the syllabus.

##### **Budget**

The national education budget has remained unaffected by the economic measures taken by the government, and

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. César SANTELLI, Delegate of the French government.

amounted this year to 538,000 million francs, i.e. 10.16% of the total spending, as against 8.2% in 1956 and 8.6% in 1957. It would be useful to add to these figures the contributions of local organizations (communes and departments). The total increase is thus 60,000 million francs over the previous year.

Expenditure on salaries which rose in 1957 to 330,500 million francs, reached the figure of 358,000 million francs in 1958 (against 250,000 million in 1955 and 292,000 million in 1956). These new credits have enabled 30,000 new posts to be created. The new posts decreed in 1958 are made up as follows: higher education 7,584 (of which 6,250 are posts offered to students of institutes for training secondary school teachers); secondary education 5,451; primary education 12,607; technical education 2,703; youth and sports 739; other services 986.

The sum granted for authorized school building projects was six times that of 1952. It came to 150,000 million francs as opposed to 120,000 million in 1957. Payment credits rose from 91,700 millions to 125,000 million. The volume of credits carried forward is diminishing. The efforts of the government in primary education have been somewhat slowed down, in the light of the fact that numbers will no longer rise after 1959. On the other hand, to palliate the shortage of scientists, engineers and technicians, a grant of 21,000 million francs has been made in higher education. This addition will help the authorities to face the very important influx of new students and to give science teaching and advanced technical education the funds they need.

Seven thousand million francs will be reserved for the Paris science faculty, for the building of seven university science colleges and for three new state schools for engineers in technical arts. The National Institute of Applied Science at Lyons will receive 3,000 million francs for a second batch of equipment. A higher school of chemistry is to be opened at Strasbourg, as well as a centre of research into leukaemia in Paris and a new science faculty at Bordeaux.

The slight reduction in credits for the National Centre of Scientific Research (200 millions) is compensated for by funds for equipment granted in higher education.

Finally, higher education has benefited, compared with the year 1957, from a substantial increase of 12,400 million francs, secondary education from an increase of 11,200 million and technical education of 10,400 million francs. A similar increase is to be observed this year in expenditure for education overseas; 752 million francs have been accorded to lycées in Guadeloupe.

Social equipment (university restaurants and residential quarters) will benefit this year from a grant of 3,500 million francs (i.e. 1,400 million above last year's figure) which will mean that it will be possible in a large measure to meet demands, especially in Paris.

Grants for sports equipment as well as for arts and letters are also being increased.

For scholarships, the amounts and numbers of which have noticeably increased, expenditure rose in 1958 to 23,611 million francs, i.e. 4,271 million more than the previous year. 8,000 extra scholarships (an increase of 25%) have been scheduled for higher education. The minimum scholarship allowance rose from 120,000 to 140,000 francs (maximum,

280,000 francs). For state scholarships 57,613 new awards have been planned: 27,500 for secondary education, 21,913 for primary education, 3,700 for technical education and 4,500 for apprenticeship centres.

### School Building

The highly important school building programme carried out in the last few years is part of a plan for equipment contained in the law of 7th February, 1953, and the law-decree of 20th May, 1955. This plan, made necessary by the considerable increase in numbers and the bad state of school buildings after the war, concerns establishments at all levels.

Funds made available for the carrying out of this project, revised in the light of further requirements which have arisen since 1953, notably in primary education, were increased to more than 450,000 million francs.

A plan dealing with requirements anticipated between 1957 and 1961—taking into account the teaching reforms envisaged—is being drawn up. It must be pointed out that neither the building nor the equipping of school premises has seen any slowing down in 1958.

Thus, on October 1st, 1957, 2,116 new kindergarten classes, 7,035 primary classes and 966 additional advanced primary classes (*cours complémentaires*) were created.

In secondary education, a large number of schemes, for which the money has been available since 1953, are almost complete. To those buildings completed in 1956 (9,685 classes in 250 establishments of the thousand which come under secondary education) must be added, for the beginning of the academic year 1957-1958, about 2,900 new classrooms, of which 600 are specialized. It is important to observe also considerable developments in boarding schools: 13,000 new beds in newly constructed dormitories. Among the most important schemes, the opening of 15 new lycées is scheduled, five of which will be in Paris.

The main effort in technical education is being directed towards apprenticeship centres and technical colleges. The apprenticeship centres have 9,000 new classrooms, 50,000 m<sup>2</sup> new workshop space, 10,000 places in refectories, 5,500 extra beds in the dormitories; 17 projects of an average cost of 300 million francs have been launched. The technical colleges have 380 new classrooms, 38,000 m<sup>2</sup> workshop space and 2,000 new beds, and 5 projects costing more than 250 million francs have been launched. Among others, the "Marie Curie" girls' technical college at Marseilles, which can house a thousand pupils, has been inaugurated. It has 29 workshops and 19 ordinary teaching rooms.

Further, the National Centre of Technical Education at Cachan has been opened. It is a comprehensive modern centre which will eventually comprise a higher teacher training college for technical education, university residential quarters, a national vocational school, a technical college, two national apprenticeship teacher training colleges with an attached apprenticeship centre, a library, a theatre, etc.

## ORGANIZATION

**Quantitative Development** Although the primary education department has already absorbed the greater part of the extra population resulting from the upsurge of the birth rate in the post-war years, there has notwith-

standing been a considerable increase in numbers. Thus, at the level of pre-compulsory education, there were, in 1957, 1,101,000 pupils in kindergarten and infant classes, i.e. an increase of 4%, which would have been greater but for the lack of schools, in spite of the opening of 2,100 new classes.

At the level of compulsory primary education, there has been an increase of 200,000 pupils distributed in nearly 8,000 classes, the majority of which it has been possible to open in 1957-1958. There are 4,562,563 pupils enrolled in elementary primary schools, which means 3.5% more than in 1956-1957, and 351,745 in the *cours complémentaires*, an increase of 16%.

In technical education, too, there has been a marked increase compared with previous years. The apprenticeship centres have accepted 9,000 new pupils, and technical colleges nearly 9,000 more.

But the sweeping rise in the birth rate has also affected secondary education: the number of pupils in the lowest class increased from 182,000 to 225,000 in 1957-1958.

In all, the numbers in all secondary schools have gone up by 61,000 pupils (566,000 in 1957-1958 as against 505,000 in 1956-1957). These figures merely express the fact of the rapid increase in school numbers brought about on the one hand by the tendency to make education more democratic, which is leading parents to give their children the best possible education, and on the other by the rise in population.

In higher education, the number of students increased as follows: 114,000 in 1955-1956, 157,000 in 1956-1957 and 171,000 in 1957-1958, i.e. an increase of 8.9% for last year.

**Compulsory School Age** There has been no change this year as far as the period of compulsory education is concerned, and in France it is still from the age of 6 to 14. However, a directive (29th August, 1957) stated that "education becomes compulsory for a child in the year of his sixth birthday between the 1st January and 31st December".

**Entrance to the Lowest Secondary Class** As mentioned last year, the regulation of 23rd November has radically altered the regulations for admission to the 6th class. But it has been found necessary this year to change the method of admission. A directive of 6th March, 1958, lays down the following conditions: (1) pupils having a general average in French and arithmetic of 12 or more and a similar general average in all other subjects, are admitted without any special study of their records; (2) those who have an average in French and arithmetic of between 10 and 12 and a similar general average have their records examined individually by a special commission; (3) those whose average in French and arithmetic is less than 10, even if their general average is equal to or higher than this mark, must (except in special cases) take a test.

**Development of Secondary Science Divisions** At the beginning of the 1957 academic year, 19 new mathematics divisions were created, 19 experimental science divisions, and 9 transitional classes for those wishing to take up scientific subjects after having embarked on studies of another kind.



The Higher Education Council has also given its permission for the introduction, as from 1959, of mathematics questions in the written part of the baccalaureate in experimental science, and for the increasing of co-efficients in the oral examinations in mathematics and science in C and C', M and M', and technical series.

**Exemption from  
the Baccalaureate**

An important innovation in higher education was the introduction of a university entrance examination which by-passes the baccalaureate. Although it is difficult to draw any general conclusions so far, it can be said that in arts and science the examination favours above all those who have passed the first part of the baccalaureate and who have retained a certain general culture. On the other hand, the lack of knowledge of literature and foreign languages has been harmful for those specializing in technical subjects. All the same, a nation-wide examination of the results of this first experiment is encouraging, there being 12 candidates offering pharmacy and medicine, 85 offering arts subjects, 21 law and 57 science.

**Length of Study**

This year's reforms have principally affected higher education in all faculties. Thus, in the faculties of jurisprudence the new degree regulations mean that the syllabus is common to all candidates in the first two years, in the third year there is some differentiation and the fourth year is specialized. Reforms are being considered for the doctor's degree.

Business training institutes have been created at Cannes, Aix, Strasbourg, Dijon and Algiers and others have been planned. This will enable university graduates to prepare a certificate of aptitude in business administration and eventually to carry out the duties of advisers to heads of business concerns.

In medical studies, the Higher Education Council has agreed to a plan of reform which will comprise three stages. The first, lasting three years, will consist (apart from the certificate in physics, chemistry and biology) of two years' preliminary medical study, given over to a study of basic science subjects, the best pupils being rewarded by admission to the *externat*; the second stage, from the third to the sixth year, would be exclusively in the hospital itself and given over to the study of pathology; the third stage, which would begin at the end of the fourth year, would be concerned with the training of several types of doctors: specialists, teaching doctors and house surgeons, recruited by a state competitive examination, and finally, research workers, who would work in hospital laboratories. These decisions, which imply the integration into a single organization, in the hospitals, of all medical instruction, involve the creation of university hospitals, the formation of teams containing 15 to 20 students, the amalgamation of teaching and hospital duties and full-time work for doctors in university hospitals.

In the faculties of pharmacy, the reforms schedule the abolition of the probationary period and the introduction of a year of preliminary studies terminating in a state examination, a second year comprising six months probation followed by a practical and theoretical course in the faculty. This first stage will be followed by a second involving three

years of study: later on a third stage will be created, consisting of an introduction to scientific research and of a course of special studies in a chosen subject.

In the science faculties, considerable developments have taken place. Apart from the creation of the Institute of Applied Science at Lyons, the creation of three new faculties at Nantes, Rheims and Nice is scheduled for the period 1961-1963.

Furthermore, an official decree in the *Journal Officiel* of 7th February, 1958, has altered the conditions of entry into the Polytechnical School as from the competitive examination of 1959. The new regulations will, in particular, limit to two years the period of preparation for the examination. In future, candidates will be allowed to sit for the examination only twice in the three years after passing the baccalaureate.

#### New Courses

University science colleges (brought into being as a result of a decree of 8th October, 1957) are intended to "provide the teaching necessary for certificates in higher studies preparatory to the science degree". Their creation is an answer to the twofold demand for more trained science teachers and for the relieving of congestion in science faculties, which are particularly overcrowded in the preliminary classes.

Sociology, the study of which has been possible up to now in two certificates only—morals and sociology for the philosophy degree and sociology for the general degree (*licence libre*)—will henceforward, by decree dated 2nd April, 1958, be a full degree subject. There will be four compulsory certificates (a certificate of general literary studies, ancient or modern, certificates of higher studies in general sociology and social psychology granted by the faculty of arts, and a certificate of political and social economics granted by the faculties of law and economic science) and one further certificate to be chosen from the certificates of higher studies in ethnology, population or human geography granted by science faculties, or from the certificates granted by the arts faculties or by the faculties of jurisprudence and economic science shown in a list drawn up for all French arts faculties by ministerial decision. This new arrangement has very important consequences. On the one hand, it makes closer the ties between the science, arts and jurisprudence faculties where future sociologists will be able to prepare their certificates; on the other it will ensure collaboration between the faculties in the common drawing up of courses for this degree.

By a decree of 19th April, 1958, a third stage has also been introduced in arts faculties. This has been fixed for the two years following the first degree. It is also open to those without degrees who show special aptitude for research work. Students will work attached to various groups under a director of studies. At the end of two years, or even later, they will be able to submit a thesis. They will also be able to devote themselves to personal research work or to work of collective interest not leading to any official recognition.

The French Press Institute, which was founded some ten years ago, has recently been attached to the University of Paris by a decree of 9th February, 1957. The institute will study the press as a social phenomenon and will undertake research into different aspects of the press, divided into the following sections: historical, international, legal, the

study of methods and documentation, of psycho-sociology and also social, economic and technical sections.

Among institutes created at the beginning of the last academic year, was the training centre for experts in international technical cooperation established in consultation with the Foreign Minister and the Minister of Economic Affairs. The courses are intended for those who already have about twelve years professional experience and who wish to carry out technical aid missions in under-developed countries.

In the framework of the ten-year plan for economic development, a higher school of African agriculture has just been opened in Algiers; in Marseilles an institute for the higher promotion of work, and at Perpignan a centre of general mathematics. Similarly, a university institute for the teaching of demography has been opened.

**Experimental Primary Schools** An important innovation in French education, hitherto characterized by its uniformity, is the creation of experimental classes in primary schools. The explanation given in the regulation of 1st August, 1957, is as follows: "This unity is not without certain drawbacks. It makes the introduction of new ideas difficult, because all reforms, even minor innovations, have inevitable repercussions on the running of thousands of schools and the work of thousands of pupils. The progress made in psychology and in education, and the need to adapt teaching methods to a world and a society in a perpetual state of evolution, make it necessary to organize experiments on a limited scale which will be put into general operation only if they are successful." It is for this reason that the decree allows for the possibility of creating experimental schools which will be given a special status, permitting them to innovate in clearly defined conditions which allow a measure of freedom while still being within official control.

### CURRICULA, SYLLABUSES, METHODS

**Reorganization of Studies** This year, there has been a re-arrangement of the mathematics and Latin time-table in secondary education and of the science time-table in primary education. By the decision of 12th August, 1957, the number of teaching periods in mathematics has been increased to three hours a week in each of the four classes in the first secondary stage, in accordance with certain of the decisions of the International Conference on Public Education, 1956. Thus, there has been an increase of one hour in the lowest class and of half an hour in the next three classes. Latin periods have been reduced proportionately, so that in classical divisions teaching periods are fixed at four hours in the lowest class, four and a half in the next class and three and a half in the last two classes of the stage.

The same decision has meant one and a half hours a week more practical work in physics for mathematics divisions. An extra half-hour of science in the third and fourth year of the *cours complémentaires* to be deducted from handwork time has been introduced as a result of the directive of 20th October, 1957.



**Syllabus Reform**

In the preparation of the science degree the work has been cut down and the curriculum brought up to date. Thus, the syllabus of the general mathematics certificate has been completed by physics, both as a teaching subject and for examinations, and the biology syllabus has been altered in certain respects. The geology syllabus has been reduced.

In secondary education the reforms affect history, physics and mathematics. The modifications in the history syllabus have been in force since 1st October, 1957, in the first two secondary classes and will be introduced consecutively year by year in the other classes. The new arrangement means that instead of dividing the work into stages, there will be a continuous study spread over the seven years of secondary education. Greek and Oriental history will occupy the first year, to be followed by Roman history in the second, the history of the Middle Ages in the third and so on. The final year will attempt to present a historical and modern view of the world's great civilizations: the West, the Soviet world, the Moslem world, the Far East, South-East Asia and the African sub-continent. Attention will be drawn to the salient facts in the history of each of these civilizations; present-day aspects of these civilizations will also be studied.

The physics syllabus, in the second stage, has also been modified. The new course contains the following alterations: (a) an orientation towards a single system of units has been introduced; (b) certain questions hitherto studied in the school-leaving class will be transferred to the preceding class, the course for which has been lightened by the elimination of a large part of the work in optics; (c) in the school-leaving class there has also been a slight increase in the work done in mechanics.

In mathematics, although there has been no formal change, there has been an attempt to adapt the course to modern conditions and to the pressure of modern scientific developments. Special teaching is to be introduced in the first stage which will be common to all, dealing with the study of the abstract and based on observation and experiment. To make this teaching more effective and more stimulating, practical work has been added, closely related to the teaching itself.

In the *cours complémentaires*, recently the object of special attention, courses and methods have been more clearly defined. This affects in the first place the teaching of history and geography. The mathematics syllabus envisaged for the four-year stage is strictly limited; it is laid down in the restrictive syllabus, invariable in practice, published each year for the competitive examination to the teacher training schools. There is nothing rigid about its division into successive courses, and teachers are free to re-arrange the work logically in the time available, which varies according to the standard of the classes concerned. In general, teaching in the *cours complémentaires* is short, but precise, sound and vigorous. In chemistry, practical experiment is the essential foundation. In French there has been greater emphasis on reading and grammar as instruments of culture, and on exercises in composition as a means of developing the child's creative expressive powers. As in secondary education, a list of practical work has been drawn up for use in science teaching to make the transition to the notion of the abstract easier.



### Teaching Methods

The National Education Institute has, as in previous years, been of the greatest help in the field of documentation, particularly in audio-visual aids. Thus, between 1st October, 1957, and 30th April, 1958, the 17 sub-committees examined 282 film strips (132 of which were declared to be suitable for use and 129 were recommended), 69 series of photographs (of which 30 were declared to be suitable for use and 27 recommended), 347 film strips and 64 series of photographs.

As regards films for teaching purposes, the committees examined during the same period 197 films, of which 85 were accepted. The commission dealing with teaching material accepted 626 out of 804 specimens of equipment and the gramophone record committee examined 627 records of which 452 were accepted. In the same way a committee was set up at the Institute during the same period to consider educational toys.

There were about 140 special television programmes during the year, four each week, half of which were intended for primary education (including school-leaving classes); a quarter were devoted to technical education (economic techniques and industrial arts and techniques) and a quarter to secondary education (especially for the first two classes) and the apprenticeship centres where the principal effort is being made in scientific subjects (general science, chemistry, etc.).

### TEACHING STAFF

#### Shortage of Teachers

The shortage of teachers remains one of the most acute problems in France and makes itself felt at almost all levels. In effect, the lean years in education, from 1938-1945, correspond with the high birth rate of the years after the war, hence the difficulty of recruiting teachers.

In the past year, lycées and secondary schools had more than 20,000 teachers at their disposal, of whom more than 13,000 were teachers of literature and barely 5,000 teachers of science. On 1st October, 1957, it was necessary to call upon nearly 2,000 unqualified teachers to fill the vacant posts.

In technical education (9,167 posts) one post in every eight was not normally provided for, while in the apprenticeship centres the percentage of vacant posts reached the proportion of one in six. The classes are overcrowded, and cannot always admit all the pupils who could benefit from these studies. It is in science subjects that the need for teachers is the most difficult to satisfy, and it has been necessary, in order to increase mathematics periods in the first two years, to call upon teachers without university qualifications.

Special examinations had to be held for the recruiting of teachers. It has thus been possible to recruit for the certificates of aptitude for secondary teaching 257 supplementary teachers for secondary education, 132 supplementary teachers for technical education and 82 supplementary teachers for education in French overseas territories.

In all, 3,630 teachers were recruited in 1957, of whom more than 600 were *agrégés* and 2,913 certificated teachers (2,617 for secondary education, 296 for technical education). Compared with the previous year, this represents an increase of more than 20%.

### Teacher Training

To facilitate the recruiting of secondary teachers, institutes for training secondary school teachers (I.P.E.S.) were opened last year in all science and arts faculties. The student teachers in these establishments receive a salary on the understanding that they teach for ten years in state schools. These institutes have been created in order to enable students to obtain the qualifications necessary for teaching in lycées, collèges (classical and modern), primary teacher training schools, national vocational schools and technical colleges, in the best possible conditions. Student teachers are chosen by means of a competitive examination from students in the science and arts faculties, as well as from students of higher mathematics, advanced literature and from preparatory classes for the *Grandes Ecoles*, who have completed a year's study. Candidates admitted to the orals of the competitive entrance examination for the *Ecoles Normales Supérieures*, are exempted and are given priority. The course of study lasts two years. Students entering such an institute normally prepare for their degree, then the teacher's certificate for secondary education which includes a probationary period of one year. They are also allowed, under certain conditions, to prepare for their diploma in higher studies and the *agrégation*.

In order to increase time for mathematics in secondary and technical education, it has been necessary to take urgent steps for the recruiting of science teachers. Thus, the Minister of Education has called upon retired persons: secondary school teachers, teachers of technical subjects, teachers in *cours complémentaires*, primary school teachers, and retired persons either in other ministerial departments or in any public, semi-public or local organization, inviting them to offer their services either full-time or part-time. Remuneration for such teachers under contract in the Paris region will vary from the minimum starting salary for teachers at the beginning of their career to that of *professeurs agrégés* at an advanced stage of their career.

### Further Training

In order to bring together as large a number of teachers as possible in collective research work, special regional courses have been organized with particular reference to mathematics and history.

Seven such special courses in mathematics have been organized (Bordeaux, Lille, Lyons, Marseilles, Montpellier, Paris, Rennes) within the framework of the academy, for teaching in the first two secondary classes. A questionnaire drawn up during the course held at Sèvres from the 25th to 28th September, 1957, designed to guide the reflections of the teachers concerned, was sent to all these teachers. At the same time, courses devoted to the use of documentation in history teaching were organized at Besançon, Caen, Clermont, Dijon, Grenoble, Nancy, Paris, Poitiers, Strasbourg and Toulouse. Once again, a questionnaire was given to the teachers. Courses with the same aim were organized in physics for training beginners, not for research. The research service of the National Education Institute has started an inquiry into mathematics teaching, which has been the subject of a publication, and has also begun a series of experiments in mathematics and history teaching. Other courses have been organized as in previous years for the improving of teachers at different level. In particular, there were courses in sociology and audio-visual aids for teachers at teacher training schools, numerous

courses for teachers and administrative staff which took place at the International Centre of Educational Studies at Sèvres, with the participation of a large number of foreigners, and courses organized in the provinces by the regional documentation centres attached to the National Education Institute in Paris.

**Teachers' Salaries** Teachers have benefited in 1957 and 1958 from the general re-adjustment of civil service salaries. The extent of these increases is clearly indicated in the following table showing the monthly salary (in francs) for the different categories :

		1st January, 1957	1st May, 1958
Primary school teachers	{ Beginning of career	43,781	50,472
	{ End of career . .	76,347	89,279
Qualified secondary school teachers	{ Beginning of career	51,136	57,316
	{ End of career . .	117,646	133,456
<i>Professeurs agrégés</i>	{ Beginning of career	66,450	74,569
	{ End of career . .	155,993	179,938

A number of decrees, dated 20th March, 1958, have changed the conditions of promotion for teachers. As a result of considerable reduction in the time a teacher must spend in the lower grades, as from 1st October next, young teachers will receive a higher salary sooner than heretofore.

Salaries have been increased for student teachers in primary teacher training schools undergoing professional instruction and primary supply teachers holding the *certificat d'aptitude pédagogique*. Student teachers in institutes preparing for secondary teaching receive during their studies a higher annual grant, and probationary teachers in regional education centres, during their course, an even higher salary.

The lowering of the age at which a teacher can begin to count his service from 23 to 20 will have an important effect upon the early stages in technical teaching establishments. Teachers already in service will benefit from this re-adjustment.

For teachers seconded to Morocco or Tunisia, a recruitment and installation bonus is paid in a lump sum, at the time of the teacher's taking up his post. The amount of the bonus is equivalent to four months' salary according to the index relative to the first employment in Morocco or Tunisia, but it is not in fact paid to the beneficiary until after two consecutive years' service from the date of taking up the post.

Finally, a regulation of 21st December, 1957, deals with the granting of a bonus for research created by the decree of 6th July, 1957. This regulation indicates those categories entitled to benefit from this bonus. But in any case, civil servants who, in addition to their main salary, receive extra remuneration, will be able to benefit from a bonus for research at the same time only if the bonus does not exceed 50% of their basic salary.

#### AUXILIARY SERVICES

**Handicapped Children** Satisfactory results have been recorded in the field of child welfare. In the course of the equipment plan (1954-1957),



10,000 beds were provided for backward children and 29,000 million francs are scheduled for equipment in order to install 20,000 new beds between 1958 and 1961. Another important development has been the creation on an experimental basis, in Paris, of a medico-pedagogic centre for encephalitics and mongolians, which has been approved by the Minister of Education. In addition, the first French centre for ex-poliomyelitis cases has just been opened at Oyonnax. They will be housed there and will do an apprenticeship in the making of plastic toys. The various centres for the observation of maladjusted children have organized specialized courses for training teachers in the care of backward children, and for the study of the part played by physical and sporting activities in the case of physically handicapped young people, and also congresses, such as that of the *Société Française de Phoniatry* which has studied the case of backward children, who are very often suffering from early and undetected deafness. Similar preventive measures are being taken for the care of delinquent and abnormal children.

#### Popils' Health

In the field of hygiene, the tenth congress of the *Mutuelle Nationale des Etudiants de France* was particularly important this year, and considered the different forms possible for a health policy for students suffering from tuberculosis, nervous depression, affective disorders, slight personality disturbances and irregularities of behaviour. It seems that material worries are the most frequent cause of these disorders. To these can be added failure in examinations, which is sometimes the result of wrong guidance.

In the field of health protection, and the bringing up of healthy and robust children, it is important to mention steps taken last year in "snow schools" and part-time classes. Scholarships for snow holidays, for which expenditure rose from 9 million francs to 11 million francs this year, have been passed by the *Conseil Général* for children of all the communes in the Seine department. Over and above this, as in previous years, a number of these grants have been made to students (for whom funds worth 13 million francs have been placed at the disposal of the National Centre of Student Aid Activities) as well as to young paid workers of both sexes, from town and country, between the ages of 18 and 25, who have been granted more than 2,000 scholarships. For them, a "snow village" has been created in Switzerland (at Melchtal) which was open from the Christmas holidays, 1957, until the middle of March, 1958.

The holiday camp movement continues to grow steadily. Last year, 1,250,000 children and young people were able to take advantage of the opportunities provided in this field. It must be pointed out that henceforward, as well as qualified directors and staff, each camp will have a male or female health assistant.

#### Physical Education

Among recent developments, a regional centre of physical and sports education has been opened at Nancy (regulation of 16th October, 1957) and the subsidiary lycée at Gerardmer (Vosges) has been transformed into a "climatic lycée". At Suresnes a special course has been organized, to train both men and women to teach in open-air schools, in classes held in "aeria" (special sanatoria), "preventoria" (preventive hospitals) and sanatoria.



**People's Education**

As for popular education, increasingly known in France under the name of "continuous education", there have been several undertakings recently : two special after-school courses for young country people organized by the Centre of Rural Studies at Angers, a three-year course of rural culture for women, for girls of between 17 and 20, and a secondary agricultural course for young people. As in previous years, special courses have been organized for foreign workers, enabling them to familiarize themselves with the French language and French civilization and aiming at facilitating their conditions of work and living as well as their social re-adjustment.

# GERMAN FEDERAL REPUBLIC

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

ADMINISTRATION — *Conference of Ministers* — *Private Education* — *University Act* — *Budget* — *School Building* — ORGANIZATION — “*School-Kindergartens*” — *Compulsory Schooling* — *Courses for Young Workers* — *Training of Technicians* — *Evening Secondary Schools* — *School Regulations* — *Five-Day Week* — *Transition from Primary to Secondary Level* — *Economics Teaching* — *Promotion* — *Number of Pupils per Class* — CURRICULA, SYLLABUSES, METHODS — *Reforms* — TEACHING STAFF — *Training* — *Status* — AUXILIARY SERVICES — *Special Schools* — *Instruction for Immigrants* — *Educational Advice* — *Audio-Visual Aids* — MISCELLANEOUS — *Scientific Research* — *International School*

### ADMINISTRATION

**Conference of Ministers** In 1957-1958, the Minister of Education of the Rhineland-Palatinate, Dr. Orth, was chairman of the Permanent Conference of Ministers of Education in which the *Länder* have united in order to cooperate in all questions affecting education.

**Private Education** The private school system in Lower Saxony and the Rhineland-Palatinate was organized on the basis of new laws. The Lower Saxony Private School Act of 12th July, 1957, makes provision for, among other things, financial aid from public *Land* funds. Recognized private junior secondary, senior secondary and vocational schools receive subsidies, as also private experimental schools of special educational significance, and free Waldorf schools (Rudolf Steiner schools). The financial aid amounts to 80% of the salaries paid by the private schools to their teachers.

The Private Schools Act of the Rhineland-Palatinate passed on 21st December, 1957, also provides subsidies for officially recognized primary, junior secondary and senior secondary schools if they are run in the public interest and ease the burden on the publicly owned schools; private vocational schools may also receive state subsidies. State subsidies amount to 75% of the average salary paid to the teachers.

Both the above-mentioned Acts contain the regulation that private primary schools shall be licensed to operate only if they fulfil the provisions of the Bonn Basic Law, which runs as follows: “A private primary school shall be admitted only if the educational authority finds that it has special educational interest, or if, on the application of persons entitled to bring up children, it is to be established as an inter-denominational, denominational or ideological school and if a state or municipal primary school of this type does not exist in the commune.”

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Dr. H. REIMERS, Delegate of the German Federal Republic.

The Private School Act of Baden-Württemberg of 15th February, 1956, was supplemented by the enforcement regulations of 8th May, 1957.

#### University Act

The Saarland promulgated a university act on 26th March, 1957, which superseded the Franco-Saarland cultural agreement and the former university statute. The University of Saarbrücken has now the legal position of a public corporation and is maintained by the Saarland.

#### Budget

The budgets of the *Länder* Ministries of Education have increased at the same rate as in former years. A 10 to 15% increase is evident in the majority of the *Länder*. In several *Länder* the increased amounts are largely connected with the increase in teachers' salaries; this applies *inter alia* to Berlin, Bremen, Hesse and the Rhineland-Palatinate. Once again the Hesse budget has earmarked special funds for promoting educational experiment.

#### School Building

Further considerable progress was achieved in relieving the school accommodation shortage. The congestion is greatest in large towns destroyed by the war and greatly altered in character owing to the shifting of the population. Most of the *Länder* are nearing their first target, the abolition of shift instruction. Bremen has managed to reduce shift instruction to 10% of its schools, but Hamburg still records 17% in spite of large-scale building activities. Construction problems in the large cities are aggravated by the fact that the population figures and the number of schoolchildren are rising considerably; Bavaria reports that it is almost impossible to keep pace with the increasing numbers of pupils in the towns. During 1957-1958, Hesse has built 1,130 classrooms, i.e. an increase of 10%. School construction being in general the responsibility of the communes, the *Länder* governments grant substantial subsidies provided that the communes themselves raise corresponding sums. Baden-Württemberg has regulated this procedure by law.

The recommendations worked out at the XXth International Conference on Public Education at Geneva largely form the basis for the promotion of school construction in the *Länder* of the Federal Republic.

To accelerate the erection of school buildings, pre-fabrication was developed further. There are certain fixed construction patterns. The Hanseatic city of Hamburg builds its schools in general on two models: the pavilion model and three-storied buildings on a cross plan. The multi-storied cruciform buildings are envisaged particularly for districts with congested building conditions and lack of building space. Each of these buildings accommodates a total of 12 classrooms, each with its own independence. Furthermore, prefabricated building elements have been produced for administration blocks and those housing science instruction and workrooms, so permitting quicker construction. The serial construction of gymnasia has produced favourable results. The installation of swimming pools in schools, making possible swimming lessons throughout the year, made good progress.

## ORGANIZATION

**"School-Kindergartens"** The question of the commencing age for compulsory school attendance was the subject of a report by the German Committee on Education (*Deutscher Ausschuss für das Erziehungs- und Bildungswesen*). As a result of thorough investigations this Committee reached the conclusion that the large majority of children who have completed their sixth birthday should be considered fit to attend school. For six-year-olds who are not yet mature enough to attend school, i.e. who are retarded in their development, the committee felt that there was nothing to be gained by postponing their enrolment in school, for such children require special care. For this reason they should be assembled in "school-kindergartens" of their own, attached to the primary schools. The function of the school-kindergarten is, however, regarded as fundamentally different from the work in the first primary year; particular attention should be paid to seeing that these children fully experience the development stage of the pre-school child which they have not yet outgrown. School-kindergartens have already been successfully introduced in several *Länder*. The aim is to provide this educational assistance before long for all children requiring it.

**Compulsory Schooling** By a law dated 9th December, 1957, Baden-Württemberg resolved to fix the age for starting compulsory education at a minimum of 6 years 3 months. The Saarland, by a decree of 14th February, 1958, brought the compulsory education act into line with the dates usual in the Federal Republic. The children who are already attending school will continue to do so until they have completed 8½ years of instruction.

As a rule the *Länder* of the Federal Republic stipulate some form of school attendance until the completion of the 18th birthday, pupils who have attended a primary or junior secondary school being compelled to attend part-time education following their full-time school education. The tendency to extend the period of attendance at full-time schools continued to be evident. For example, Bremen resolved to make 9 years full-time school attendance obligatory as from Easter, 1959, thereby following the example of Schleswig-Holstein, Berlin and Hamburg. Lower Saxony passed the same resolution, but cannot implement it as yet owing to scarcity of teachers and lack of accommodation. Decrees in Baden-Württemberg, Bavaria, Hesse and the Rhineland-Palatinate in 1957-1958 aim at introducing large numbers of voluntary ninth-year classes.

Directives in Hesse for establishing ninth-year classes in primary schools (decree of 10th January, 1958) show that the extension of full-time compulsory schooling beyond eight years is being demanded alike by teachers, educationalists, state and communal school authorities and those responsible for vocational training. As, however, the technical and staff prerequisites do not yet exist in that *Land* for a general extension of compulsory full-time schooling, the Ministry of Education is promoting all efforts to get ahead in establishing voluntary ninth-year classes wherever possible. In Bavaria, which published its law on compulsory education



on 31st August, 1957, there is a regulation that children who, after eight years' attendance at the primary school, have still not attained the required level, may be obliged to attend school for an additional year. Furthermore, children may be compelled to attend school for a ninth year if they cannot furnish evidence of apprenticeship or other employment.

Efforts are now being made in a number of *Länder* to introduce voluntary tenth-year classes. Berlin has led the way and preparations in the same direction are also being made in other *Länder*. Bavaria has started to expand the upper section of the primary school in twelve schools. These schools begin specialization in the seventh year with additional instruction in German, English, mathematics, and physics, so enabling talented pupils who complete the voluntary 9th and 10th years to achieve the equivalent of a complete junior secondary education.

One of the main problems involved is the form the instruction should take in the ninth and tenth years. The age and interests of primary pupils and the school's responsibility to prepare the pupils for their future working life necessitate the development of new forms of school work. The Conference of Ministers of Education has appointed a commission to examine these questions and draft proposals. It has already become plain that the educational system will introduce new methods to match the new conceptions of school work in the upper classes of the primary school.

The extension of compulsory full-time schooling must also be seen in the establishment of new junior secondary courses in various *Länder* (Bavaria, the Saarland, Hesse) and of preparatory secondary courses in rural districts (Schleswig-Holstein).

**Courses for Young Workers** Efforts are being made to help talented primary pupils who do well in their employment. Under the vocational school system, advanced courses have been considerably increased in almost all the *Länder* of the Federal Republic. They are primarily intended for talented pupils who have completed a primary education and are serving an apprenticeship, and they serve to broaden the general knowledge of such pupils and add to their technical training. The aim is to enable these former primary pupils to take on more important tasks in their employment and to open up to them admission to advanced technical schools and other educational institutions up to university level. In the meantime most of these courses are held in the evening; they last from three to three and a half years and deal not only with the specialist subjects connected with the various technical branches, but also with German, English, mathematics and science. These courses lead to an examination which, although different in structure, is comparable in standard to the final examination in a junior secondary school. Efforts to turn these into full-time day courses are in progress, but this requires the award of considerable grants and scholarships, as pupils cannot be employed while attending them.

The free Hanseatic city of Bremen promulgated a decree on 18th February, 1958, concerning the introduction of these advanced vocational classes; the Saarland has considerably increased the number of such classes, as have also many other *Länder*.

**Training of Technicians** The vigorous measures introduced to improve the training of young technicians and to increase the capacity of engineering and other technical schools, can be seen from the budget of the Ministries of Education. Although the *Länder* are solely responsible for the training of technicians and engineers, it has become clear that they are scarcely in a position to raise without delay the sums needed for rapid expansion. The *Länder* governments have therefore had recourse to the financial aid of the federal government without, however, any loss of *Länder* prerogatives. Both sides concluded an administrative agreement relating to the extension of engineering schools by the *Länder* on 5th September, 1957. The federal government has expressed its readiness to relieve the *Länder* of payments which they would have had to make for scientific research financed jointly by the federal government and the *Länder*. The *Länder* undertook to utilize the amounts thus made available in the *Länder* budgets exclusively for providing more vacancies at schools of engineering.

To encourage future technicians, the number of evening classes for these students has been increased everywhere (especially in Baden-Württemberg and the Saarland). The financial aid granted by the federal government has led in most *Länder* to a considerable increase in the capacity of the engineering schools. In the Rhineland-Palatinate the number of students has increased by 30% in one year; in other *Länder* percentages are even higher. So as not to exclude any talented student, financial aid for students in engineering schools was substantially increased; the federal government has also granted funds for this purpose.

In order to unify the training of future engineers, the *Länder* concluded agreements on course content and final examinations at schools of engineering. On the basis of these agreements, Bavaria and the Rhineland-Palatinate issued examination regulations. The Rhineland-Palatinate and Hesse, on the basis of a resolution passed by the Conference of Ministers of Education, extended the training period for surveying engineers to five semesters.

**Evening Secondary Schools** The *Länder* have been interested in encouraging the switch-over from non-academic work to university. Evening senior secondary schools for workers, to prepare them for a senior leaving certificate, exist in almost all the *Länder* of the Federal Republic. Fixed principles for these institutions were established by a resolution of the Conference of Ministers of Education of 3rd October, 1957. The agreement between the *Länder* stipulates that the course in these schools should last at least three years and comprise about twenty lessons per week. The requirements in the various subjects are comparable with those in ordinary senior secondary schools. The establishment of a new type of institute preparing students for the senior leaving certificate is being given special encouragement. These institutes admit particularly talented young people who have proved their worth in their daily work and have shown an aptitude for academic study. They are prepared, in day-courses lasting two years, for university study. The work is not entirely comparable with that in ordinary senior secondary schools as these institutes aim at making full use of the powers and knowledge acquired by pupils at their work, and of their greater maturity. In consultation with the universities,

it is at present being settled what conditions these institutions have to fulfil to qualify their students for university study. North Rhine-Westphalia has achieved considerable progress and had satisfactory experience in this sphere; Lower Saxony has also achieved results and Hesse is planning the establishment of a similar type of college.

#### **School Regulations**

The following *Länder* have issued new school regulations: Bavaria, for senior secondary schools (17th May, 1957) and for junior secondary schools (29th June, 1957), and the Rhineland-Palatinate for primary schools (15th March, 1957).

#### **Five-Day Week**

The progress made in the Federal Republic in connection with the shortening of working hours is beginning to have its effect on education. The free Saturday has led to demands in a number of districts to abolish Saturday school attendance. Although it is unlikely that this movement will make much headway for some time to come, the *Länder* are nevertheless preparing for this by trying out possibilities of five-day attendance. Bavaria has begun experiments in six schools, and comparable tests have been in progress for some time in Berlin, Hamburg and Hesse. Berlin is attempting in this respect to revise instruction methods and encourage learning based on examples. In order to make up for the loss of Saturday lessons, compulsory working groups are arranged on one or two afternoons in the week for all schools.

#### **Transition from Primary to Secondary Level**

The problem of the transition from the elementary and primary school to more advanced schools has for years been the subject of discussions and experiments in educational circles and with the authorities. It has already been pointed out that Bavaria is making attempts in twelve schools to introduce specialization from the seventh year and enable bright pupils by means of additional instruction to reach the level of a complete junior secondary education. Experiments in differentiation have also been introduced in the fifth and sixth years of the primary schools in Bremen and Hamburg; and in Lower Saxony, for some years now, from the fifth to the eighth school year.

#### **Economics Teaching**

Attempts to try out a new type of senior secondary school which aims at introducing teaching subjects connected with economics have taken on more concrete shape. These senior secondary schools, after class ten in the secondary school has been completed, have a three years' special course of full-time instruction leading to the senior leaving certificate (*Abitur*). Out of 34 periods in the week six or seven are devoted to economic subjects while instruction in the remaining 28 periods fulfils roughly the same requirements as in the regular senior secondary schools. These experiments have been begun in Bavaria, Bremen, Hamburg, Lower Saxony and Hesse, and have received the approval of all the education authorities of the *Länder*.

#### **Promotion**

In order to co-ordinate the standards required for transfer to the next class, the *Länder* have laid down principles as the basis of transfer regulations in senior secondary (24th September, 1957)



and in junior secondary (9th May, 1958) schools. These regulations stipulate that the promotion of a pupil should ensure that harmony is maintained between the educational progress of the individual pupil and his mental development. According to this a pupil may be promoted even in spite of certain failures, provided it can be expected that he will work successfully in the next class. Allowance is made for unsatisfactory performances due to long illness, involuntary change of school and unfavourable domestic conditions.

**Number of Pupils  
per Class**

The number of teachers' posts has in general increased, although there has been a temporary fall in the number of pupils due to low birth rate years. This has allowed *Länder* parliaments to recommend a reduction in the size of classes.

### CURRICULA, SYLLABUSES, METHODS

**Reforms**

The Conference of Ministers of Education prepared directives for teaching arithmetic and mathematics which now form the basis of the curricula in the various *Länder* (resolution of 25th March, 1958).

Baden-Württemberg published new primary school courses on 10th January, 1958. They are based on the idea of giving the individual teacher all freedom of initiative. The Rhineland-Palatinate also published, on 29th March, 1957, primary school regulations, which are to be subjected initially to a three years' trial. These too refrain from making detailed arrangements. Berlin published an educational plan for the upper classes in the primary school (13th July, 1957); the period of trial for the Hesse primary and junior secondary school curricula has been extended.

Primary school curricula concentrate on popular education, try to restrict material and encourage work based on examples, give preferential treatment to local topics and lay particular stress on teaching a spirit of independence. There is plenty of room in the curriculum for art education, and physical training is an essential part of general education. The team spirit in class and school, and the question of human relations are given special attention. The plan published by Berlin for the advanced division of the elementary school dated 13th July, 1957, contains an abundance of suggestions for the promotion of education by means of creative work, crafts and music. Road safety education has become a part of the obligatory syllabus in schools. The Saarland has published a special curriculum for the final primary year giving particular attention to the special tasks of this stage. This final year is characterized by the fact that it comes closer to the world of modern working conditions without losing sight of its role in preparing the pupil for life. Bavaria has started preparations for a curriculum reform intended above all to reduce the content. The new chemistry and biology syllabuses were published on 22nd February, 1958.

As recommended by the Conference of Ministers of Education, Russian teaching has been intensified in Berlin by the issue of a Russian syllabus on 10th May, 1957.

Physical training was further intensified in a number of *Länder*, particularly in Hesse and Hamburg. Efforts to intensify civic and



political education were encouraged by Lower Saxony in the publication of regulations in this field (31st March, 1958). Political education should help prepare young people for life and their future employment, and educate them as independently thinking and responsibly acting citizens of a democratic State. Pupils' understanding of the national and social life and of the forces at work in them should be awakened; this work will lead young people to be capable of objective thought and critical judgment. Young people should take part in the tasks of the community with a sense of responsibility for the preservation of the democratic community. In political education any tendency to one-sided instruction and the influencing of young people is avoided so that they can live harmoniously as citizens in a social order based on human dignity, freedom and responsibility. Political education is a fundamental principle of school work. In a community where teachers and pupils live together and cooperate fruitfully, political education is promoted by way of education in manners, sociability, fair play, tolerance, and willingness to compromise. Thus the normal school day constitutes a useful preparation for democratic life.

In Lower Saxony political education is being introduced as a subject in the schools, as is already the case in other *Länder*, particularly Hesse.

In Bavaria an academy for political education has been established (Act of 27th May, 1957).

#### TEACHING STAFF

**Training** The problem of the academic training of teachers has led to serious controversies in a number of *Länder* in the Federal Republic in the period under review. The discussions conducted in the parliaments on the reorganization of primary teacher training in Baden-Württemberg, Bavaria and Hesse gave the German Committee on Education the opportunity to give its opinion. While the principle of an academic and theoretical training for future primary teachers is seldom disputed, the controversy centres mainly round the form this training should take. The German Committee is of the opinion that independent teacher training colleges best fulfil the function of training primary teachers. The Committee therefore advises against the complete transfer of primary teacher training to existing universities or concentrating them in a few over-large training colleges (Hesse Plan). The training of such teachers normally lasts 6 semesters; the present draft laws also contain regulations to this effect. The four-semester training now applies in only three *Länder*.

The Saarland re-introduced academic training for teachers as from 1st April, 1957, and founded two higher training colleges.

In some *Länder* the lack of recruits for the teaching profession is causing considerable anxiety. Plans are being prepared at present for generous financial assistance to students during their training. Bremen raised the capacity of its teacher training college by 33%.

Bavaria issued new regulations on 30th April, 1957, for the training of junior secondary school teachers. Persons who have specialized in modern languages, science or economics at a university or college may be appointed as junior secondary teachers.

Substantial changes took place in a number of *Länder* in connection with the training of vocational school teachers. North Rhine-Westphalia transferred the training of future technical school teachers to the technical college at Aachen and to Cologne University, and at the same time extended the course to four years (decree of 3rd March, 1958). During that time the students must study either engineering or science at the technical college, or economics or certain other sciences at the university, and in both cases they must take courses in education. The Saarland, too, transferred the training of technical school teachers to the university by a decree of 18th January, 1958. The Rhineland-Palatinate established a special system of preliminary practice for teachers at vocational and advanced vocational schools, which entered into force on 1st April, 1957. Accordingly, college study is followed by an obligatory probation period of one or two years.

#### Status

Hesse and the Rhineland-Palatinate passed new laws on teachers' salaries on 12st December, 1957, and 22nd July, 1957, respectively. Considerable improvements were achieved.

### AUXILIARY SERVICES

#### Special Schools

An innovation is the introduction of special classes for pupils who cannot adapt themselves, either for reasons of character or morals, to a normal class community although their intellectual capacity and talents are not inferior to the average of their classmates. In Bremen and Hamburg such pupils may be withdrawn from the general schools and receive special educational treatment. Classes for such children should not contain more than twelve pupils, who remain in these units until they can take part again in regular lessons without difficulty.

In Baden-Württemberg the school for the deaf at Heidelberg was equipped with a new multiple hearing aid so that instruction can be given in accordance with modern standards.

For children who are physically or mentally handicapped the education authority in Berlin is providing for escorts to and from school. The selection and appointment of suitable escorts is in the hands of the welfare authority and the education authority pays the relevant expenses.

In March, 1958, the first special school for spastic children was established in Hamburg. In addition to four classrooms, rooms are available for recreational therapy and gymnastics and there is also a dining room. The school can accommodate roughly 40 children. Lessons are given five days in the week from 8 a.m. to 5 p.m. The children are transported to and from school in a specially equipped bus.

**Instruction for Immigrants** For about a year the education authorities of the *Länder* have been faced with the task of teaching children and young people who come to the Federal Republic, especially from Poland, in accordance with agreements on population transfer. They include about 25,000 children and young people requiring special help. Children under 14 years of age are generally admitted to regular schools and given additional

help by individual tuition especially in the German language. Young immigrants over 14 must also learn German and are prepared for some profession or trade; for this purpose special schools or classes have been established by the education authorities. For pupils who are capable of attending secondary schools, special residential schools are being set up. Pupils who have completed a senior secondary school education in Poland attend one-year courses to enable them to continue their education at a university or college. The Conference of Ministers of Education has passed directives and published recommendations for the solution of these problems.

The number of leaving certificate pupils who entered the Federal Republic from the German Democratic Republic was particularly large in 1957-1958. More than 2,500 pupils, i.e. a quarter of all pupils who had completed a senior secondary education in the German Democratic Republic, applied for admission to special courses being conducted in all the *Länder* of the Federal Republic. Attendance at these courses for six months should qualify these pupils for commencing a university education in the Federal Republic.

**Educational Advice** Baden-Württemberg has started to establish educational advice centres to be at the disposal of parents and guardians of children for all questions connected with education, and to supply suitable educational aid. Recourse is had to them when the normal possibilities of removing educational deficiencies or difficulties are no longer sufficient. Details were laid down in a public notice dated 25th September, 1957.

**Audio-Visual Aids** In the framework of Western European Union the Federal Republic conducted a working conference on the utilization of audio-visual aids for teaching. Questions connected with teaching by films were included in the programme. The measures of the education authorities to ensure that young people learn to understand and critically appreciate films were intensified. For this reason the number of post-graduate seminars introducing teachers to this type of work were considerably increased (Bavaria).

#### MISCELLANEOUS

**Scientific Research** An important administrative agreement was concluded between the governments of the Federal Republic and the *Länder* aiming at the promotion of scientific research. The contracting parties agreed, on 5th September, 1957, to establish a Scientific Council whose task will be to work out an over-all co-ordinating plan for the promotion of the sciences on the basis of plans drawn up by the federal government and the individual *Länder*. In this context the Scientific Council is to define the focal points and priorities in promoting the sciences, draw up an annual urgency programme and give recommendations for the utilization of the funds available in the budgets of the federal government and the *Länder* for the promotion of the sciences. The federal government and the *Länder* governments have undertaken to give consideration to the recommendations of the Scientific Council in preparing their budget within the limits of budget possibilities.

The Scientific Council consists of 39 members, who are all scientists or eminent personalities in public life or persons connected with science or research in the course of their official or professional activities. Of these members, 22 are appointed by the President of the Federal Republic while 17 are delegated by the governments of the Federation and of the *Länder*.

The establishment of this body has made it possible to prepare an over-all plan for the promotion of science in the Federal Republic of Germany, such a plan will be based on very comprehensive and careful investigations of the present position, and will furnish data of adequate financial requirements for the future, as well as establishing focal points, degrees of priority and annual programmes.

**International School** In September, 1957, an international school was established in Hamburg for children of foreigners living in Hamburg. At present there are pupils from 14 nations. Instruction is based on English and American curricula and is given in English. By attending this school the children are enabled to bridge the gap more easily if their parents go on to an English-speaking country. This school may also be attended by German children. The school is sponsored by an association composed of foreigners of various nationalities and Germans.



# GHANA

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

ADMINISTRATION - Finance — PRIMARY EDUCATION Quantitative  
Development Examinations - Syllabuses SECONDARY EDUCATION -  
Quantitative Development — Examinations — School Building - Scholarships  
— TECHNICAL EDUCATION - New Courses - Quantitative Development —  
TEACHING STAFF — Training — HIGHER EDUCATION - Kumasi College  
of Technology — University College of Ghana

### ADMINISTRATION

**Finance** The annual recurrent, extraordinary and development expenditure during the financial year 1956-1957 is given below.

#### *Recurrent expenditure*

General education division . . . . .	£4,575,520
Technical education division . . . . .	154,680

#### *Extraordinary expenditure*

General education division. . . . .	22,057
Technical education division . . . . .	1,650

#### *Development expenditure*

General education division . . . . .	423,016
Technical education division . . . . .	48,688

Total . . . . . £5,225,611

### PRIMARY EDUCATION

**Quantitative Development** Increases in the number of schools (including private schools) and in enrolments for 1957 are shown in the following table :

	Primary Schools		Middle Schools	
Number of schools	3,571	+ 93	1,131	+ 141
Enrolment . . . .	468,021	+21,319	127,517	+11,905

Approximately 86 % of class VI pupils in all primary schools in 1956 entered middle form I in 1957 to start the four-year middle course. There were 2,533 primary schools in 1951 and when the accelerated development plan for education was introduced in 1952 the number increased by 582. Since 1952, the annual increase in the number of new primary schools

<sup>1</sup> From the report submitted to the XXIst International Conference on Public Education by Miss E. W. G. GLADSTONE, Delegate of the government of Ghana.

has declined and the period of rapid expansion is now coming to an end. The number of new middle schools, however, continues to increase.

#### **Examinations**

Of the 24,389 candidates who sat for the middle school leaving certificate examination in 1957, 14,567 were successful (59.7%). The examination was conducted by the West African Examinations Council, and for the first time modern machine techniques were employed for marking the candidates' papers and printing certificates.

#### **Syllabuses**

Syllabuses, notes on classroom organization in the lower primary classes and teaching notes on the use of English textbooks in primary schools, were prepared by the Ministry of Education and distributed to schools. Towards the end of 1957 it was decided that the teaching of English in primary schools should be intensified with effect from 1958, and that English should be the medium of instruction from primary class II upwards with effect from January, 1959.

### **SECONDARY EDUCATION**

**Quantitative Development** There were 38 recognized secondary schools in 1957, and 39 in January, 1958. Enrolments rose from 9,860 in February, 1957, to 10,423 in February, 1958.

#### **Examinations**

Of the 1,307 candidates who sat for the West African School Certificate Examination in 1957, 964 (73.8%) passed. Of the 264 school candidates who sat for the Higher School Certificate in 1957, 200 were successful (76%).

#### **School Building**

Improvements and additions were made to existing buildings, and funds for the purchase of laboratory equipment were made available to several schools.

#### **Scholarships**

A total of 233 scholarships were awarded to pupils who passed the entrance examination to pursue secondary education in government and assisted schools. In addition, an amount of £1,550 was made available for the award of bursaries to deserving pupils in these schools. 50 regional scholarships and 225 full bursaries were awarded to pupils entering the top class. A special scholarship scheme for higher education was introduced to enable persons from Northern Ghana to study for the Higher School Certificate, and so qualify for admission to the University College of Ghana.

### **TECHNICAL EDUCATION**

#### **New Courses**

Advanced courses for the West African technological certificate are planned to start in September, 1958, and will cover building, mechanical engineering and electrical engineering.

Additional classrooms and workshops have been built during the past year and more equipment has been purchased. Laboratories for trade science have been equipped at trade schools. Libraries have been considerably expanded at all technical establishments.

**Quantitative Development** Figures of enrolment are as follows: In government trade schools there were 521 pupils in 1957, and 507 in 1958. In government technical institutes there were 2,028 full-time students in 1957, and 1,170 in 1958. In the same year, there were 1,579 part-time students in these institutes.

### TEACHING STAFF

**Training** There were 30 teacher training colleges in 1957, and at the end of the year one government training college was merged with another, thus reducing the number to 29. However, in January, 1958, the number rose again to 30, when a new women's training college was opened in the northern region. The figures of enrolment were 3,873 in 1957 and 4,055 in 1958 (increase 4.5%).

Five intensive six-week courses for untrained teachers were attended by 2,055 pupil teachers. Vacation courses for some of the 9,688 pupil teachers employed in primary and middle schools were also organized.

For the past 30 years training colleges had been entirely responsible for the certification of their teachers and for conducting the entrance examinations to their respective colleges. In order to bring about uniformity a National Teacher Training Council was established in January, 1958. The council, comprising mainly the principals of training colleges together with the Institute of Education, the University College of Ghana and the Ministry of Education, will be responsible for the certification of teachers and will also conduct entrance examinations to teacher training colleges.

### HIGHER EDUCATION

**Kumasi College of Technology** A total of 610 students (527 men and 83 women) pursued courses in the following departments of the College: agriculture, commerce, engineering, pharmacy, science, general studies and teacher training. Two branches of the teacher training department—the two-year post-secondary course and the rural subjects course—were transferred on the 31st December, 1957, to Winneba. It is also intended to transfer the teachers' courses in physical education, art and crafts, housecraft and music to Winneba in December, 1958.

**University College of Ghana** The University College of Ghana had 317 students (300 men and 17 women) studying in the faculties of arts, divinity, economics, sociology, natural science and agriculture and at the Institute of Education.

# GREECE

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

*Administrative Bodies — Finance — School Buildings and Furniture — Private Education — Transfer of Responsibility — Board of Education — Service of Studies and Coordination — Primary Education — Secondary Education — Higher Education — Literacy Campaign — Textbooks — Audio-Visual Aids — Physical Education — School Hygiene — Government Scholarships*

**Administrative Bodies** The Ministry of National Education established last year a commission to study questions related to education and another for literature and the arts. These commissions have already submitted their conclusions on most of the subjects which were referred to them. A Bureau of External Relations was set up.

**Finance** From the National Budget, which totals 16,803,400,300 drachmas, 1,126,418,400 drachmas have been placed at the disposal of the Ministry of National Education.

**School Buildings and Furniture** A total of 70,575,000 drachmas was spent on primary and secondary schools: 487 classrooms were constructed, 1,222 are under construction and 362 have been restored. 3,200,000 drachmas were spent on the construction of 13,000 school benches.

**Private Education** A committee set up to examine questions relating to private education has already submitted its conclusions.

**Transfer of Responsibility** Private schools for the teaching of foreign languages have been brought under the Ministry of National Education according to a joint decision of the Minister of Industry and the Minister of National Education.

**Board of Education** This Board has examined decrees concerning the composition of administrative councils, promotions, transfers and disciplinary procedure.

It has prepared a new detailed curriculum for evening schools for illiterates, as well as syllabuses for the teaching of logic, French, history and Latin. A detailed psychology syllabus for secondary schools has also been examined and a detailed curriculum for Moslem schools has been approved.

<sup>1</sup> From the report submitted to the XXIst International Conference on Public Education by Mr. A. PAPACONSTANTINOY, Delegate of the Greek government.



Decrees have been drafted on the responsibilities, distribution and increase of posts for general secondary school inspectors and on the Council for Religious Education.

Specifications have been drawn up for the preparation of geography textbooks for the first five secondary classes, physics and chemistry textbooks for the third secondary class and civic education textbooks for the sixth primary class.

The Board has also examined several dozen books other than school books, for the use of pupils in primary and secondary school libraries.

#### **Service of Studies and Coordination**

This Service has published a monthly bulletin including various studies on education and has prepared a number of reports on several educational questions.

#### **Primary Education**

In primary education 1,327 teachers were appointed while 328 retired; 38 new schools were established and the number of classes was increased in 16 other schools necessitating the creation of 67 new posts for teachers.

A law decree was published concerning the course in Greek geography in primary schools.

#### **Secondary Education**

Five new secondary schools and 13 annexes to secondary schools were established; 88 teachers were appointed, of whom 23 were for literature, 37 for physics, 6 for mathematics, 13 for English, 3 for French, 1 for chemistry, 4 for commerce and 1 for drawing.

#### **Higher Education**

The faculty of architecture has been inaugurated at the University of Salonica.

Seven laboratories have been established in the University of Salonica, of which five are in the polytechnicum and two in the faculty of pharmacy. Nine study rooms have also been established in the faculty of philosophy in the same university.

A section for the education of officers has been established in the Athens polytechnicum.

Fifteen new posts for auxiliary staff have been created in the University of Salonica and five in the Athens polytechnicum. The number of teaching staff, in general, has been increased by the appointment of 25 lecturers and 90 assistants, aids and tutors, of whom 40 are in the University of Athens, 35 in the University of Salonica and 15 in the Athens polytechnicum.

The construction and repair programmes were continued at the Universities of Athens and Salonica and in the Athens Polytechnicum. In Salonica the construction of a students' hostel has started; it will contain 500 beds for men and 200 for women students.

#### **Literacy Campaign**

There functioned a total of 1,381 public evening schools for primary education, 51 private schools and 24 teaching centres for adults. The schools were attended by 45,976 pupils, of whom 21,228 were boys and 24,748 girls, and 489 adults attended lessons in the teaching centres.

**Textbooks**

A total of 41,766 textbooks were distributed without charge to indigent secondary school pupils, 63,811 to primary school pupils, and 50,218 textbooks and 13,763 books of general interest to secondary school libraries; 145,000 books were distributed to evening schools for illiterates.

1,009 books for secondary and 12,645 for primary schools were sent to schools for Greeks living abroad, as well as 10,000 specially printed books for Greek schools in Istanbul.

A competition was opened for the writing of 9 secondary school and 4 primary school textbooks.

The Organization for School Books reprinted 19 books for secondary schools and published five scientific and literary books.

**Audio-Visual Aids**

In all, 1,300 hours of educational film projections have taken place in various schools, and 96 transmissions for schools were broadcast from the radio stations of Athens and Salonica.

**Physical Education**

Twenty-one teachers of physical education were appointed, of whom 14 were men and 7 women.

A sum of 8,713,500 drachmas was spent on the establishment, maintenance and development of primary and secondary school gymnasia.

Physical education equipment to a value of 1,085,000 drachmas was distributed to schools and gymnasia. School games were held in many towns.

**School Hygiene**

The Ministry of National Education made further efforts to promote and develop the nutrition and camping programmes. A daily ration of milk and cheese provided by United States aid was distributed to 600,000 pupils.

Last summer 135 vacation camps were established for 31,000 primary school pupils. It should be noted that nearly all vacation camps are equipped with permanent installations, i.e. dormitories, kitchens, restaurants, toilets, bathrooms, running water and electricity.

**Government Scholarships**

Scholarships were granted for studies in Greece to gifted secondary school and occupational school pupils and to students in higher education who either passed a special examination or had an outstanding record. Scholarships were also awarded for advanced education abroad to graduates of occupational schools or schools of higher learning who passed a special examination or had an outstanding record.

The total number of scholarship holders studying in Greece is 1,106, and of those studying abroad 171.



# GUATEMALA

## EDUCATIONAL PROGRESS IN 1957-1958<sup>1</sup>

ADMINISTRATION    Legislation — Finance — School Building —  
ORGANIZATION    Quantitative Development — Infant Schools    Urban Primary  
Schools    Evening Schools    Technical and Vocational Schools — Teacher  
Training Schools — Secondary Education — MISCELLANEOUS — Rural  
Education

### ADMINISTRATION

**Legislation**                      As part of the educational reform laid down in the basic law on national education, the following decrees were issued.

Decree No. 281 of 9th April, 1957, provides for the establishment of the first school to introduce the new educational methods adapted to the local conditions of the country, and of eight experimental schools in which the most advanced systems of teaching are to be applied.

The decree of 24th September sets up pre-vocational schools at Puerto Barrios, Salamá, El Progreso and Jutiapa.

In addition, important administrative regulations have been passed with the aim of improving the development of educational work. Among these should be mentioned the regulations on the reorganization of evening schools for adults, the opening of the *Libro Antiguo* museum and the Santiaguito museum, and the organization of further training courses for teachers.

**Finance**                              Congress voted a budget of 11,577,930 quetzals for the year 1957-1958. The following modifications were made to this budget: (a) a supplementary allocation of 95,000 quetzals made by decree No. 205; (b) another supplementary allocation of 267,000 quetzals voted by Congress.

The total budget for public education finally reached the figure of 11,939,930 quetzals, out of a total general budget of 112,000,000 quetzals.

**School Building**                      The past school year saw the inauguration of: 2 schools in Guatemala, 2 in Solola, 2 in Chimaltenango, 5 in Suchitepequez, 1 in San Marcos, 2 in Alta Verapaz, 2 in Chiquimula, 2 in Zacapa, 3 in El Progreso, 1 in Jalapa, 2 in Jutiapa, 1 in Santa Rosa, 2 in Escuintla and 1 in Sacatepequez. The cost of building these schools amounted to 926,226 quetzals.

In spite of this increase in the number of school buildings, there remains an acute shortage of accommodation. To meet this, the government has drawn up a draft decree setting up a school building fund in collaboration with the Bank of Guatemala and the National Board of Economic Planning.

<sup>1</sup> From the report sent by the Delegate of the government of Guatemala to the XXist International Conference on Public Education, Mr. A. DUPONT-WILLEMEN.

## ORGANIZATION

**Quantitative Development** The total number of schools open in the 1957-1958 school year was 4,011, composed of 2,954 state schools and 1,057 private schools, as compared with a total of 3,900 schools in the 1956-1957 school year. There has thus been an increase of 111 schools.

The schools are classified as follows:

	State	Private	Total
Infant schools . . . . .	50	3	53
Rural primary schools. . . . .	1,984	749	2,733
Urban primary schools . . . . .	743	194	937
Evening schools . . . . .	107	6	113
Industrial centres attached to primary schools. . . . .	17	—	17
Technical, vocational, secondary and teacher training schools. .	53	105	158
Total . . . . .	2,954	1,057	4,011

The number of pupils totalled 305,430 during the 1957-1958 school year, of which 243,411 were in state schools and 62,019 in private schools. There has been an increase of 29,171 pupils as compared with 1956-1957.

The pupils were distributed as follows:

	State	Private	Total
Infant schools . . . . .	12,596	3,782	16,378
Rural primary schools. . . . .	75,668	20,376	96,044
Urban primary schools . . . . .	127,780	26,008	153,788
Evening schools . . . . .	9,494	547	10,041
Industrial centres . . . . .	3,454	—	3,454
Technical schools, etc.. . . . .	13,935	6,610	20,545
Independent courses . . . . .	484	4,696	5,180
Total . . . . .	243,411	62,019	305,430

The number of teachers in the various types of educational establishment was 8,696 in state schools and 3,753 in private schools, making a total of 12,449.

**Infant Schools** First it should be noted that the number of pupils has increased considerably. In order to cope with this "over-population" problem, plans for new infant schools are being considered. About ten new posts for teachers have been created for the same purpose.

New measures were introduced to achieve better educational results. For instance forms have been sent to teachers for each child. By filling them in the teacher comes to study and to know his pupils better. New textbooks have been distributed to teachers, so that small children receive first lessons in reading and number.

**Urban Primary Schools** There is no change to report in this sector except the new regulations on partial examinations, which came into force during the year. New schools and new teacher's posts have been set up.



The opening of the first experimental school for the trial of modern educational methods should be mentioned. By the same decree, and with a slightly less "revolutionary" aim, eight new primary schools have been set up.

#### Evening Schools

The new syllabuses for evening schools, more particularly for adults, came into force. The new examination regulations, which were revised last year, were applied.

#### Technical and Vocational Schools

In collaboration with several international organizations such as Unesco Technical Assistance, two seminars were prepared and run on vocational and technical education. One, on a national level, gave courses on industrial arts and on education for the home; the other took place within the framework of the Central American seminars on vocational and technical education.

#### Teacher Training Schools

Plans for reform and new regulations have been worked out for these schools, with the aim of achieving a complete adaptation of teacher education to the objectives of the educational reform and the *nouvelle école*.

#### Secondary Education

Under decree No. 286 of 26th August, 1956, partial examinations were held at the following times: the first series in April, the second series in July and the third series during the last fortnight of September. The examinations for pupils who applied for a scholarship took place from 18th to 23rd November.

### MISCELLANEOUS

#### Rural Education

The difficult living conditions of the agricultural population require close cooperation between the government and international organizations such as Unicef and the International Cooperation Administration (ICA).

The Ministry of Public Health has introduced drinking water supplies in several districts and improved sanitary conditions.

The Ministry of Agriculture has distributed seed and given instructions and information to the agricultural population to improve their technical knowledge.

Several loans have been granted by ICA and other international organizations.

Unicef has provided powdered milk for 20,000 children in the *nucleos rurales*.

The Ministry of Public Works has built 17 schools in rural areas.

The literacy campaign has been actively pursued. During 1957-1958, more than 56 centres for initial instruction have been running. In addition, 300 centres were founded for recreational, hygiene, home-making and literacy activities. This programme was carried out by means of funds provided by the government, by the *Lotería Chica* and by the ICA. The total amount used for this work was 22,794,136 quetzals.

# HAITI

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

ADMINISTRATION — *Supervision* — *New Bodies* — *Transfer of Powers* —  
*Budget* — ORGANIZATION — *Quantitative Development* — *Primary Certificate*  
— CURRICULA, SYLLABUSES, METHODS — *Experiment and Readjustment* —  
TEACHING STAFF — *Further Training* — *Draft Statute*

### ADMINISTRATION

#### Supervision

Several projects have been examined during the year with a view to securing a better functioning of the administration and supervision services. These projects will soon receive legal sanction.

The position of assistant director general of national education has been abolished. It has also been considered desirable to replace the departmental inspectors by general inspectors who will have closer contact with high-ranking administrative officials and be better able to control the schools quickly and effectively. The post of chief inspector, to assist the director of primary education, is to be created.

#### New Bodies

Other projects are the creation of a national youth office, responsible for the promotion of youth welfare in every field (sports, leisure, etc.), and an educational centre of documentation and teacher training, responsible for the diffusion of all educational information on both national and international levels and for the in-service training programme, especially through correspondence courses.

#### Transfer of Powers

Rural education has been separated from the Department of National Education and taken into the Department of Agriculture. The transfer has been made in application of a large programme of community development organized by the government.

#### Budget

For the year 1957-1958, the budget of the Department of National Education was 20,032,328 gourdes, an increase of 3,378,373 gourdes over the previous year (+20%).

### ORGANIZATION

#### Quantitative Development

The following statistics show the number of pupils and of teachers on 1st January, 1958, and the increase or decrease over the previous year :

<sup>1</sup> From the report sent by the Department of National Education of Haiti.

	Pupils			Teachers		
		Difference	%		Difference	%
Urban primary schools . .	76,484	+ 3,362	+ 4.59	2,040	+ 23	+ 1.1
Rural primary schools . .	71,477	- 7,353	- 9.32	1,232	+ 48	+ 4.05
Urban teacher training schools . . . . .	103	— 5	- 4.63	39	—	—
Rural teacher training schools . . . . .	92	+ 3	+ 3.37	27	—	—
Secondary schools . . . .	5,994	+ 998	+ 1.99	425	+ 20	+ 4.93
Vocational schools . . . .	3,134	+ 508	+ 1.93	286	+ 25	+ 9.57
Total . . .	157,284	- 2,487	- 1.58	4,049	+ 116	+ 2.97

**Primary Certificate** Since 1952, although no legal measure has been taken, the higher primary certificate has actually been abolished and the elementary certificate is awarded after three years' study instead of two as arranged in 1938.

### CURRICULA, SYLLABUSES, METHODS

#### Experiment and Readjustment

The curricula and syllabuses for elementary and upper primary schools, drawn up in 1952, are still in the experimental stage and from time to time require some adjusting. For example, the study of English or Spanish has been introduced from the last year of the elementary school onwards and home economics teaching has been emphasized in girls' schools.

This year, the syllabuses for French, history and geography in upper primary teaching have been rearranged in view of a better distribution of these subjects throughout the three years' study.

### TEACHING STAFF

#### Further Training

Measures have been taken to set up a programme of in-service training through correspondence courses for unqualified primary teachers.

#### Draft Statute

A draft statute for primary teachers has been drawn up by a committee. The following points might be mentioned: (a) provisions to improve gradually the professional training of teachers through special courses leading to a teacher's certificate; (b) the setting up of a system of yearly grading to note the efficiency of the teaching staff, who are to have a complete dossier. The three main factors of the grading system are order and discipline, sociability, work.

The transfer system has been regulated and certain steps have been taken as regards social security.

# HUNGARY

## EDUCATIONAL PROGRESS IN 1957-1958<sup>1</sup>

ADMINISTRATION — *Inspection* — *School Building* — ORGANIZATION — *Quantitative Development* — *Scholarships* — SYLLABUSES, METHODS — *General Schools* — *Grammar Schools* — *Secondary Technical Schools* — *Universities* — AUXILIARY SERVICES — *Handicapped Children* — *Child Welfare* — *Youth Movements*

### ADMINISTRATION

**Inspection** New regulations have been put in force to legalize the inspection system that has proved its worth in the course of time (general inspectors working in the framework of councils, specialist inspectors teaching part-time in the schools). The new regulations, published this year, lay down the aims of inspection, the appointment of inspectors, the extent of their area and the fundamental principles of inspection work.

Under the new system, inspectors are to inspect a set number of schools thoroughly and also have carried out inspection with reference to special points, such as moral and political education provided by class teachers, teaching pupils independent thinking, etc.

The inspectors are rendering more and more assistance to headmasters, new teachers and leaders of youth movements, etc.

**School Building** In the course of the three-year plan, 3,500 new general school classrooms will be built, especially in smaller settlements. The village school will comprise 2 to 4 classrooms, and in larger towns and industrial districts, according to need, 8 to 16-room schools will be built. This plan will make adequate provision for the needs of the ever increasing number of general school pupils.

A children's town will be established in Fót for 900 abandoned children between the ages of 3 and 18.

### ORGANIZATION

**Quantitative Development** In 1957, the number of kindergartens was 2,599, attended by 161,220 children, and the number of teachers in these schools was 7,170.

With the increase of nursery teachers it has become possible to provide more than one teacher for kindergartens and nursery schools.

In the primary schools, 1,259,114 pupils were enrolled against 1,255,001 pupils in 1956-1957 (0.33%). The number of general school teachers increased to 53,667 (+1,457). The number of pupils per teacher decreased from 24.1 to 23.4.

<sup>1</sup> From the report submitted to the XXIst International Conference on Public Education by Mr. Vimos Csoma, Delegate of the government of Hungary.



In the secondary schools the number of pupils rose from 125,501 in 1956 to 126,513 in 1957. This increase was mainly due to higher numbers in the first class of the grammar schools. In the vocational schools the number of pupils is fixed according to the requirements of the national economy.

The number of students attending evening and correspondence classes totalled about 13,000 in primary, and about 32,000 in secondary schools.

In the academic year 1957-1958, 24,013 students were enrolled in higher education institutions and universities. This represents a decrease of 4,872 (16.8%) compared with the previous year, due to the fact that a smaller number of first-year students were admitted. 11,904 students are enrolled in evening and correspondence classes.

#### **Scholarships**

In 1957-1958 a new scholarship system came into force, under which there are scholarships, regular grants, occasional grants, and scholarships for students in universities and higher education institutions. Scholarships and regular grants may be obtained by application. The scholarship depends on the pupil's results and varies from 100 to 250 forints. No scholarship may be awarded to a pupil if the monthly income of his parents exceeds 3,000 forints. Regular grants consist of money or of free board and lodging. A pupil's monthly grant depends on his scholastic results and on his parents' income, and varies from 80 to 150 forints. A student may also get free board and lodging in university hostels. Holders of the scholarships for students of universities and higher education institutions receive 700 forints monthly.

University students pay a fee of 1000 forints per term, but a large number of students are either exempt from payment, or their fee is reduced to one-half or one-quarter. 15% of higher education expenditure is for scholarships and grants.

The "higher education medal" established by the Presidential Council of the Hungarian People's Republic to honour outstanding students, was first awarded on 4th April, 1958.

### **SYLLABUSES, METHODS**

#### **General Schools**

In classes I to IV of the general school, instruction is based on the curriculum of 1956. The curriculum of classes V to VIII has also been completed and will soon be published. Both curricula have been drafted with the aid of many educators.

The study of one foreign language, i.e. Russian, is compulsory. Since 1957, in the four top forms the optional study of other modern languages has been introduced free of charge. In consequence teachers have been enabled to take correspondence degrees in modern languages.

#### **Grammar Schools**

One of the chief aims of the past year was to teach the pupil to think independently. In the science classes instruction has been based mainly on experiments. Theoretical instruction has been evenly balanced by practical classes, so that the pupil's ability to experiment and to think independently was evenly developed.

The study of two foreign languages has been made compulsory. History of art has been introduced as a new subject, and in a third of the schools psychology and logic are being taught by way of experiment. Next year the experiment will be continued as the results obtained so far have been very satisfactory. The introduction of non-compulsory subjects has been warmly welcome. The results of the interschool competitions organized this year show a notable rise in educational standards.

Next year, in order to promote polytechnical instruction, practical work will be introduced in 40 grammar schools for two hours a week by way of experiment. In the course of this practical instruction in the school workshop, in a factory, in a farm or elsewhere, there will be practical classes in wood and metal work, engine and electrical fitting, agriculture, etc. In 1958-1959 new subjects will be introduced as optional courses, such as workshop practice, electrical and engine fitting, tailoring, sewing, etc.

#### **Secondary Technical Schools**

The industrial and agricultural technical schools, which follow on from the eight-year general school, are designed to train technical and agricultural workers on the intermediary level. The speedy advance of technology necessitated the revision of former methods of instruction. Experts in science and industry, in conjunction with teachers, have elaborated fundamental requirements and preparations have been made for a new curriculum. Instruction will be extended from four to five years by way of experiment, beginning in 1959-1960.

#### **Universities**

Since 1957-1958, first and second-year students are studying according to the new five-year curricula.

The new curriculum for secondary teacher training enables the student to study more pedagogical subjects, receive longer practical training and take more special subjects.

In the faculty of law the five-year course enables the student to attend more practical classes and write a thesis.

In the technical universities the extended course will leave more time for preparing the diploma thesis and for a more thorough study of certain specialized branches.

The training of economists was started this year in the mining and metallurgical engineering faculty.

In 1957, 46 university textbooks were published, 29 for technological and 17 for other university subjects.

### **AUXILIARY SERVICES**

#### **Handicapped Children**

A new national institution for handicapped children was opened, to accommodate 600. A new infant school for deaf children will soon open its doors. In the immediate future provision will be made for mentally defective deaf and dumb children. A new institution, the Woodwork Institute for the Deaf and Dumb in Sopron is providing a livelihood for deaf and dumb adults.

New textbooks are being provided for institutions for the deaf and dumb. It was found that when teaching the deaf to speak the main difficulty is to teach them correct articulation, so next year institutions will be supplied with oscilloscopes.

#### **Child Welfare**

The National Council for Child and Youth Welfare was established in September, 1957, to coordinate the work of various organs on theoretical, administrative and economic questions.

In 1957-1958, eight homes for children were established. The Children's Town at Pöt owes its existence to great public support. There are homes where older children may receive vocational training. Special literature was prepared for teachers in these homes, e.g. Characteristics of Certain Age-Groups, The Psychological Analysis of the Behaviour of the Infant School Child, etc.

#### **Youth Movements**

The pioneer organization gained in strength and is gradually winning more and more ground among the children. At present there are 4,500 groups, 350,000 to 400,000 pioneers and 150,000 "small drummers". The pioneer movement caters for the children's leisure time by organizing out-of-school entertainment, games, and other individual activities. Much attention is devoted to bringing up children in the spirit of socialist patriotism and proletarian internationalism, developing character, etc.

In secondary schools the KISZ (Organization of Communist Youth) has done successful work in the 1957-1958 school year.

The programme includes debates, lectures, competitions, contests, etc., socially useful work, getting to know their own and foreign people and countries.

In order to promote the satisfactory work of youth movements, certain fundamental questions are being discussed by teachers and leaders, such as organization of collective life, school circles, etc.

# INDIA

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

*General — Budget — Basic and Social Education — Audio-Visual Education — Secondary Education Textbooks — Higher Education — Rural Higher Education — Technical Education — Development of Hindi — Scholarships — Physical Education and Youth Welfare — Education of the Handicapped — Publications — Educational Statistics*

### General

This report relates to 1957-1958, the second year of the second five-year plan, which aims at providing a minimum standard of education for the largest possible number of citizens within the limited resources available, so as to ensure that the growing needs of democracy are adequately met. Activities in all fields of education have made further headway during the year, but the urgent need for steel and cement for priority schemes impeded the progress of the Ministry's financial assistance to voluntary organizations for the construction of school buildings.

### Budget

A sum of Rs. 304,200,000 (£22.82 million) was sanctioned as the budget provision for activities in various fields of education for 1958-1959 as against the provision of Rs. 296,400,000 (£22.23 million) for 1957-1958 (+2.6%). These figures exclude provisions for major cultural activities and scientific research.

### Basic and Social Education

A Conference of Education Ministers held in September, 1957, endorsed the recommendation of the education panel of the planning commission that education for the 6-11 years age group should be made free, universal and compulsory by the end of the third plan period at the latest. An All-India Council for Elementary Education has been set up to prepare programmes for the early introduction of free and compulsory education. At its first meeting held in March, 1958, the Council recommended that expansion of elementary education should be treated as an emergency problem and every effort made to fulfil the recommendation of the education panel of the planning commission in this regard. The Council has suggested several steps, such as provision of free books, midday meals, etc., in backward areas and among poorer classes of the population, in addition to making enrolment compulsory through legislation. The state governments and Union territories have been advised to introduce free and compulsory primary education immediately in a few centres as pilot projects.

At its meeting in August, 1957, the standing committee of the central advisory board of education on basic education recommended the closer integration of post-basic with secondary education. A committee has

<sup>1</sup> From the report submitted to the XX1st International Conference on Public Education by Mr. S. SUNDARAM, Delegate of the government of India.



been set up to evolve methods of effective integration. State governments have been offered financial assistance for the establishment of basic schools at post-basic or secondary level, and a central basic school, financed entirely by the central government, is to be established at Delhi. The total provision for the establishment of such schools during the second plan period is 4 million rupees (£300,000).

Central government grants totalling Rs. 63,027,900 (nearly £4.73 million) were sanctioned to various state governments during 1957-1958 for schemes of pre-primary, basic, elementary and women's education. Union territories have been provided with Rs. 829,000 (£60,000) for schemes of pre-primary, elementary and basic education. In November, 1957, the government of India initiated special schemes under the second five-year plan for the expansion of girls' education and the training of women teachers. Central assistance will be given up to 75% of expenditure.

Besides holding seminars, conferences and exhibitions on basic education, a scheme of production of basic education literature in the form of guide books, supplementary reading material for children, source books for teachers and monographs on various subjects has been introduced. A Basic Education Quarterly is now being published.

In April, 1958, the National Fundamental Education Centre started the training of district social education organizers who will be responsible for coordinating all social education activities in their areas. The Centre will also later train principals of "janta" (folk) colleges.

Field work on the educational survey of India is expected to be completed by the end of June, 1958, and the final report to be available by then.

**Audio-Visual Education** In audio-visual education, a considerable number of films, filmstrips and other equipment have been added to the central film library during the period under report. At the request of the Ministry, All-India Radio has set up a committee to advise on the production of gramophone records for use in secondary schools. A 35 mm. filmstrip projector has been designed for use in educational institutions. A quarterly journal "Audio-Visual Education" began publication in April, 1957. In addition to acquiring educational films from Malaya, Indonesia, Czechoslovakia and Canada on an exchange basis, teaching notes of 18 foreign filmstrips were translated into Hindi. Charts, posters and folders—seven in all—on the production, use and popularization of audio-visual aids in education were brought out during the period under report.

The National Institute of Audio-Visual Education is expected to start functioning in 1958.

**Secondary Education** In the field of secondary education, the conversion of secondary schools into multipurpose and higher secondary schools has proceeded apace. A sum of Rs. 26,000,000 (nearly £2.02 million) was given to state governments for schemes for reconstruction of secondary education including the newly initiated scheme for the improvement of salary scales for secondary school teachers. For 1958-1959, a provision of 48 million rupees (£3.6 million) has been made as central assistance for all schemes on the reconstruction of secondary education.

Eighty agricultural and ten science courses have been introduced in rural secondary schools during the second plan period. Grants amounting to Rs. 931,250 (nearly £70,000) were sanctioned to various state governments for starting these courses. Besides this, research projects on problems of secondary education are being carried out in several training colleges and university departments of education.

The All-India Council for Secondary Education, set up during 1956-1957, opened 29 extension departments in various training colleges in the country in addition to 23 set up during the first plan period. The Council's programme of holding seminars of headmasters and subject teachers was continued during the period under report. The Council has taken up the question of improving science teaching by establishing science clubs at schools, laboratory planning and designing of science equipment. A pilot examination unit was set up with the aim of identifying and clarifying means of improving the teaching of various school subjects, suggesting adequate learning experiences and improving evaluation. A full examination unit is expected to start in July, 1958.

#### **Textbooks**

The central bureau of textbook research in Delhi worked on the combining of present basic and non-basic syllabuses into a single unified pattern for all primary and middle schools in Delhi, the analysis of the concepts contained in the textbooks for the different grades in Delhi, the preparation of a paper on pure academic research in vocabulary load and concept limitations for the different grades, in addition to helping state governments to prepare and produce model textbooks. A pamphlet on textbook selection procedures in India prepared by the bureau was published.

#### **Higher Education**

The Conference of Education Ministers, held in September, 1957, endorsed the report of the committee appointed to work out estimates of expenditure for the introduction of the three-year degree course at universities and their affiliated colleges. The committee recommended that the expenditure should be shared between the central government and the University Grants Commission on the one hand, and the state governments and private enterprise on the other. The University Grants Commission, which was constituted as a statutory body in November, 1956, decided to give grants for the improvement of salary scales for teachers in affiliated colleges.

The English committee appointed by the commission to consider the place of English in the universities recommended that English should be taught for a minimum period of six years beginning at the post-junior basic or primary stage.

As a result of a conference convened at Hyderabad in December, 1957, to discuss the reports of the study teams on general education courses sent to the United States and the United Kingdom in 1956 and 1957, the introduction of the general education course has been accepted in principle by almost all Indian universities. Central government assistance was given to various state governments for the development of women's college education.

#### **Rural Higher Education**

Nine rural institutes of higher education started functioning during 1956-1957 and the tenth institute from November, 1957.

Additional courses were introduced into some institutes during 1957-1958. Stipends have been offered to poor but meritorious students taking up courses in these institutes.

The question of considering diploma holders of rural institutes eligible for admission to certain post-graduate courses of the university has been referred to the inter-university board in accordance with the decision made at the Education Ministers' Conference in September, 1957.

**Technical Education** Special efforts are now being made to expand facilities at all levels. Provision has been made in the states for the establishment of 8 new engineering colleges and 31 new polytechnics during the plan period. Of these, 6 colleges and 18 polytechnics have started functioning. In the last one and a half years the central government has approved the establishment of 6 engineering colleges and 12 polytechnics in the private sector for which substantial assistance is promised from central government funds.

The second five-year plan of the central government had envisaged that the western higher technological institute in Bombay should be established in the first half of the plan period and the southern and northern institutes in the latter half. The construction work on the workshop and some staff quarters for the institute at Bombay has begun and it is proposed to admit the first batch of students in 1958. In view of the urgent need for technical personnel at all levels for various development projects, the question of the southern and northern institutes has been reviewed and it is hoped that they will start functioning in 1960.

A committee estimated that the shortage of technical personnel would be of the order of 1,800 graduates and 8,000 diploma holders by 1960-1961. It recommended that, in order to bridge this gap during the current plan period and to meet in part requirements in subsequent plan periods, 18 more engineering colleges and 62 more polytechnics should be established in different parts of the country. The committee estimated that these new institutions would make available about 2,794 additional places for degree courses in civil, mechanical, electrical and telecommunication engineering. The authorities came to the conclusion that in the existing circumstances the best course for the expansion of technical education was to increase the training capacity of existing institutions wherever possible, and new institutions should be established only if found necessary. The main reason for this decision was that the plans of the states and the central government had already provided for 8 colleges and 31 polytechnics, in addition to 3 higher technological institutes, which required a large number of teaching staff who were in acute short supply. There was also the need for economy in resources. A scheme was therefore formulated for expanding the training capacity of 19 existing engineering colleges and 50 polytechnics so as to yield about 2,570 additional places for degree courses and 4,890 additional places for diploma courses immediately. The scheme, estimated to cost over Rs. 130,000,000 (£9.75 million), was approved and is now in course of implementation. In terms of additional places, it will meet about 92% and 60%, for degree and diploma courses respectively, of the estimates made by the engineering personnel committee. The central government



have decided to provide the institutions concerned with the entire non-recurring expenditure and the major part of the recurring expenditure required for the purpose.

The existing pattern of central government assistance for the establishment and development of technical institutions has been reviewed and a new pattern has been proposed with a view to rationalizing central assistance. Under the new pattern the central government proposes to meet the entire non-recurring and recurring expenditure for all approved schemes for post-graduate courses and research in engineering and technology, and special studies such as mining engineering, management studies, etc. As regards first degree and diploma courses, it is proposed that for the establishment of new institutions during the current plan period, whether by state governments or by private agencies, the central government's assistance will be 50% of non-recurring expenditure and up to 50% of recurring expenditure, wherever such assistance is needed.

For the improvement and development of existing government institutions, the central government also proposes to give assistance up to 50% of non-recurring and recurring expenditure.

Over 600 research scholarships and 30 national research fellowships have been instituted. By the end of the plan period, it is expected that this number will have increased to 800 and 80 respectively.

One of the main difficulties experienced in expanding technical education in the country is the lack of well-trained teachers. It is proposed to institute a number of teaching fellowships and to train candidates in selected centres as teachers. Initially, 100 teachers for the colleges and 200 teachers for the polytechnics will be trained.

The state governments of Assam, West Bengal, Bihar, Orissa, Andhra Pradesh, Madras, Bombay, Kerala, Mysore, Rajasthan, Madhya Pradesh and the Punjab have set up their state boards of technical education and training. A state board is in process of establishment in Uttar Pradesh.

The question of admission qualifications for engineering and technological courses in colleges and polytechnics has also been examined. It has been recommended that degree courses in engineering and technology should be of five years' duration, with the higher secondary certificate as the admission qualification. This proposal envisages reorganization of the structure of technical education in the country in the existing new situation, and improvement of standards. The All-India Council for Technical Education is preparing detailed curricula for the proposed five-year course.

**Development of Hindi** Central assistance was given to various state governments and Union territories for the propagation and development of Hindi. Certain new schemes such as the preparation of terminological indexes, investigation of terminological material, organization of debates between non-Hindi-speaking and Hindi-speaking schools and colleges, holding seminars of Hindi teachers, etc., have been included in the second five-year plan, in addition to those already in execution.

**Scholarships** Scholarship schemes administered by the government of India, as well as scholarships and fellowships offered by the United Nations and Unesco, and under the Colombo Plan and Point Four Programme, have been in operation for promoting the studies of Indian



nationals abroad. In addition, scholarships and fellowships were offered by 12 foreign governments and 11 foreign organizations and institutions.

#### Physical Education and Youth Welfare

The chief event in this field was the establishment of the Lakshmibai College of Physical Education at Jhansi. The advisory board of physical education and recreation, set up originally in 1950, was reconstituted on a broader basis. A committee to work out a programme of health education and nutrition for primary and secondary schools and for training colleges was set up.

The fourth interuniversity youth festival was organized at New Delhi. Financial assistance was granted for students' tours, and dramatics and youth leadership camps, etc., were organized.

During this period 995 labour and social service camps were organized with the participation of 114,050 campers.

#### Education of the Handicapped

The women's section of the training centre for the adult blind, in Dehra Dun, was opened. It provides facilities for vocational training for unmarried blind women between 18 and 30 years of age. During the second plan period, a survey to collect information about the incidence of various handicaps, and to ascertain the educational and socio-economic needs of the major groups of handicapped persons, will be carried out.

The central braille press in Dehra Dun has so far published 100 braille volumes in Hindi, Telugu, Tamil, Gujrati, Marathi and English.

#### Publications

During the period under report 68 educational publications and 8 statistical surveys were brought out. The Education Quarterly entered its tenth year. The inaugural number of "Youth", a quarterly journal on youth welfare, physical education and sports, appeared in September, 1957.

The Ministry brings out quinquennial reviews on education in the country, and the last of these reviews covered the period 1947-1952, so that the next was due for 1952-1957. In view of the importance of the first decade after independence, it is proposed to bring out a decennial review covering the period 1947-1957 in place of the quinquennial review for 1952-1957.

#### Educational Statistics

The following statistics show the quantitative development of education in India in 1956-1957, with special reference to rural areas :

Type of School	Schools		Pupils		Staff	
	Total	Rural Areas	Total	Rural Areas	Total	Rural Areas
Primary and pre-primary schools . .	292,854	257,741	23,414,175	17,621,205	714,380	532,973
Vocational and special schools . . . . .	48,338	35,081	1,658,343	955,305	41,475	20,150
Secondary schools . .	37,311	23,100	9,648,113	4,277,371	373,919	167,529
Teacher training schools	930		90,914			
Teacher training colleges	107		14,280			
Professional and special education colleges .	519	54	123,193	9,844	11,152	1,057
Arts and science colleges (including research institutes) . . . . .	824	53	575,213	81,484	26,609	914
Universities . . . . .	33	3	63,349	4,213	4,196	400

# INDONESIA

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

*Pre-Primary Education — Primary Education — Compulsory Education — Junior High Schools — Senior High Schools — Kindergarten Teacher Training — Primary Teacher Training — Junior Secondary Teacher Training — Senior High School Teacher Training — Research Division — Teaching of English — Teaching of Indonesian Language — Teaching of History*

**Pre-Primary Education** There are only nine public kindergartens. As a result of the great interest of the communities in kindergartens, shown by the existence of 800 private kindergartens with about 38,000 pupils, the following efforts have been made: (a) kindergarten inspectors have been appointed; (b) directives have been published to guide the inspectors; (c) the board of the Foundation for Public Welfare has been advised on giving support for building and equipment for kindergartens; (d) a new kindergarten curriculum has been prepared.

**Primary Education** In the 1957-1958 school year the number of teachers in primary education increased by 20,000 students leaving the teacher training schools, so that the total number of teachers is now 159,115.

In-service courses for inspectors were continued in Bandung to enable them to give guidance in the field of science teaching, the pilot experiments in science teaching were extended, and a global method of learning to read has been tried out.

The primary curriculum has been revised.

A committee for elementary school textbooks has been set up at department and province level, with the following sections: Indonesian language, arithmetic, science, social studies, expression subjects and health education.

An experimental school for slow learners was established in Djakarta in August, 1957.

More regional school inspectors' offices were set up in Sulawesi, Sumatra, Kalimantan, Nusatenggara. In Sulawesi and Nusatenggara districts, the number of primary education offices has been increased.

**Compulsory Education** At the end of 1957 the number of regions participating in compulsory education was seven. Since January, 1958, several regions have begun to make preparations or carrying out the compulsory education act as from August, 1958. These are Purworedjo, Labuhanbatu, South Atjeh and Berabai. In each of the regions for compulsory education one inspector has been appointed.

<sup>1</sup> From the report sent by the Indonesian Ministry of Education.

The curriculum was adapted to the need of the local society by introducing extra-curricular activities (e.g. agriculture, small industries).

**Junior High Schools** In cooperation with the teacher training inspectorate, the teacher training school SGB (one year of study after junior high school) has been transformed into a junior high school, so that the number of new junior high schools (the one which has been transformed and the newly opened) in 1957 was 64.

In accordance with the present situation the curriculum received some modifications and renovations.

A revised book list for junior high schools was made for the school year 1958-1959.

In view of the fact that a total modification of the curriculum would take too long, the junior high school inspectorate's efforts laid more stress on the improvement of teaching methods, in order to intensify the activities of the teachers and pupils.

**Senior High Schools** The renovation and improvement of the senior high school curriculum, A, B and C divisions, is in progress, and a new book list for each has been compiled to be used from the beginning of the school year 1958-1959.

Preparations have been made to set up, in 1958, a central laboratory for high school pupils in Djakarta, Medan and Jogjakarta. An inspectors' library has been set up in cooperation with the library section of the research division.

In pursuance of the ministerial decree, since 1st February, 1958, four veteran senior high schools have been opened in several cities.

**Kindergarten Teacher Training** A new curriculum has been compiled for the 1958-1959 school year. The public practising kindergarten in Djakarta has introduced school lunches once a week, and teaching based on planning and cooperation among pupils and teachers.

The public nursery laboratory school in Djakarta is broadcasting through the Voice of America on story-telling, playing, handicrafts and singing lessons.

**Primary Teacher Training** Schools training type B teachers (SGB) have intensified their pilot projects, and have implemented the resolutions of the Malang Conference. The transformation of SGB into junior high schools has been arranged.

For training type A teachers, new schools (SGA) have been planned and opened. In consideration of the school situation and educational innovations, pilot projects have been intensified at some SGA.

A section exclusively in charge of teacher training courses has been formed, the purpose of which is to help SGB graduates to obtain an SGA certificate.

**Junior Secondary Teacher Training** The training course for junior secondary teachers implements the resolutions of the conference held in Malang in February, 1958, and a general curriculum which took effect at the beginning of the 1957-1958 school year has been compiled.

**Senior High School  
Teacher Training**

B I courses in Indonesian language, history, drawing and chemistry, and a B II course in chemistry have been opened. Meetings are held to discuss the compilation of new syllabuses for B I courses in geography and in English.

**Research Division**

The research division has continued to give guidance on practising the global reading method. This method is planned for use in all elementary schools at the beginning of the 1958-1959 school year. The new syllabus has been used at the elementary experimental schools in Djakarta, Bandung, Tulangampiang (Bali) and Bukittinggi.

Efforts have been extended in training staff for research work, statistics, audio-visual teaching, science teaching (by setting up a B I course), school library work and for the TAC branches planned for each province of Indonesia. A working plan on the distribution of the schools in Djakarta to meet the requirements of the people has been compiled, after which the same may be done in other towns.

Investigation has continued on achievement tests to improve the character and structure of examinations.

A statistical service in conformity with the results of the Unesco seminar on educational statistics, held in Bangkok in 1957, was planned.

Programmes on education for international understanding and cooperation and on music education in schools, and the exchange of local songs between different schools have been introduced. It was planned to make films for children in cooperation with the governmental film industry and the institution for children's education in Bandung.

**Teaching of English**

The English language unit arranges English examinations as final examinations for senior high schools and training schools for kindergarten teachers. It also studies any matters connected with B I English courses. Since 1956, the B I course has become a three-year instead of a two-year course, and the curriculum has been modified in consequence.

**Teaching of Indonesian  
Language**

The Indonesian language unit investigates the teaching of Indonesian as well as dialects from elementary to high school level. It also holds meetings with teachers to give explanations about the teaching of Indonesian and dialects and to discuss teaching methods. A B I course in Indonesian language has been introduced especially for foreign officials, foreign professors and lecturers and officials of foreign embassies.

The unit examines textbooks for Indonesian and dialects.

The unit has also asked for a committee for terminology in the fields of astronomy, home economics, micro-biology, etc.

**Teaching of History**

The history teaching unit has compiled a history syllabus for the elementary school for compulsory education in Atjeh, at the request of the compulsory education unit, and is reviewing history textbooks. It has set up a course for inspectors on principles and methods of history teaching. The unit also arranges further training for local teachers.



# IRAN

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

*Budget — School Building — Quantitative Development -- National Education Conference — Home and Family Education — Vocational Education — Teacher Education — Scholarships — Literacy Campaign — Fundamental Education — Youth Movements*

**Budget** The Ministry of National Education's budget for 1957-1958 totals 4,713,422,000 rials. It is divided among five major items: Teheran University 717,567,000 rials, colleges in the provinces 194,332,000 rials, fine arts 100,535,000 rials, scholarships for study abroad 230,436,000 rials, and regular Ministry activities 3,470,552,000 rials.

This budget is second in size only to that of the Ministry of War.

**School Building** During the year, the Ministry built 67 new schools and completed 103 other buildings. There are 113 buildings now under construction; 50 sites and 27 ready-made buildings have been purchased for elementary and secondary schools. This building programme has been financed out of the Ministry's regular budget, and also partly from taxes levied by local municipalities.

The number of school buildings for public education increased by 6% for primary and 12% for secondary education. The number of buildings for private education increased by 8% for primary and 11% for secondary education.

**Quantitative Development** The following statistics show school enrolment for 1957 :

Type of school	Pupils	Increase %
Elementary . . . . .	998,644	13
Secondary . . . . .	190,112	17
Vocational . . . . .	4,970	42
Teheran University . . . . .	9,640	6
Provincial universities . . . . .	3,066	17

**National Education Conference** The first national education conference was held in Teheran during the summer of 1957, grouping 550 educators from all over Iran, together with some 20 foreign advisers, who spent ten days in discussion of educational problems. The recommendations of the Conference were used as a basis for the Ministry's policy during the past year.

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. Karim FATEMI, Delegate of the government of Iran.

The national conference was followed by two other conferences, the national elementary education conference, held in Isfahan in February, 1958, and the national secondary education conference, held in Meshed in May, 1958.

Courses of study for elementary and secondary schools, together with other problems related to these stages of education,<sup>14</sup> were discussed at length and recommendations were made.

#### **Home and Family Education**

A home economics programme has been introduced in all girls' schools, beginning in the fifth grade. The Ministry has approved a special branch of home economics training at the secondary school level leading to the teachers' college. To prepare qualified teachers for secondary schools, a main course in home economics was established a year ago in the national teachers' college. The secondary education conference also approved the teaching of certain aspects of home and family education in boys' secondary schools.

#### **Vocational Education**

In order to prepare the necessary manpower to meet the need for qualified workmen and technicians in all fields, the Ministry is placing increasing emphasis upon vocational education. Among the many steps taken in this direction during the past two years are the establishment of commercial schools, vocational schools and the Institute of Technology, and the introduction of an industrial arts course in secondary schools.

#### **Teacher Education**

The preparation of elementary teachers is carried out in three types of training school, regular training schools, agricultural training schools, and tribal training schools, totalling 49 institutions in all. In the year 1957-1958, these schools turned out 3,009 teachers, an increase of 17% over the previous year. Since the number of trained teachers graduating from these schools does not meet the needs of the country, the Ministry has authorized the provincial offices of education to organize a six-week intensive professional training course for secondary school leavers wishing to apply for teaching posts. Providing teachers for tribal schools has also been a problem. Since sending teachers from the city has proved impractical, the Ministry has established eight tribal teacher training schools, in different sections of the country, to train teachers for the tribal schools. Candidates are selected from among the tribes themselves, and upon completion of training, they are assigned to the tribe to which they belong. These tribal training schools have been in operation since 1956, and 275 teachers have been trained in them.

The number of students in the national teachers' college, in Teheran, and the Tabriz teachers' college, in Tabriz (East Azerbaijan), where secondary school teachers are trained, is 24% above that of last year.

A teachers' college was established last year for the training of vocational teachers. The number of students is 110.

#### **Scholarships**

The Ministry has set aside 4.9% of its budget to help students. Last year, 100 full scholarships were given for study in universities and colleges abroad. These students were chosen carefully from among the most highly qualified youth of the country.

**Literacy Campaign** Through the past two years, a national literacy campaign, sponsored directly by His Majesty the Shah, has opened literacy classes for large numbers of illiterate adults. Enrolment in these classes has increased by 62% since last year, totalling 376,347 throughout the country.

**Fundamental Education** The fundamental education programme for the under-privileged population now operates in 400 villages. Its aim is to raise living standards through a knowledge and use of better methods of agriculture.

**Youth Movements** A camping programme was organized for secondary school boys and girls. Last year, 2,975 students participated in these camps. It is hoped that many more pupils will be able to take part this year.

# IRAQ

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

ADMINISTRATION — *Legal Basis* — *Administrative Measures* — *Control* — *Finance* — ORGANIZATION — *Quantitative Development* — *Pre-School Education* — *Primary Education* — *Secondary Education* — *Vocational and Technical Education* — *Higher Education* — TEACHING STAFF — *Primary Teacher Training* — *Secondary Teacher Training* — *In-Service Training* — MISCELLANEOUS — *Study Abroad* — *Private Education* — *Literacy and Fundamental Education*

### ADMINISTRATION

#### **Legal Basis**

Education in Iraq is governed by public education law No. 57 of 1940 which stipulates that "the Ministry of Education shall undertake to create a nation sound in body, mind and character", makes provision for free and compulsory primary education of six years, and regulates primary, secondary, higher and vocational education, both private and public, as well as the training of teachers and the holding of public examinations.

The law was amended in 1956 to abolish the public intermediate school examination held by the Ministry of Education at the end of the ninth year of schooling and to replace it by an entrance examination in two subjects only.

In June, 1956, law No. 60 on the University of Baghdad was passed by parliament. The first steps to create the university were taken in 1957.

The opening of twenty-two new primary teachers' colleges in 1956, to prepare for the campaign of compulsory education, made necessary the adoption of new regulations for teacher training which were passed in 1957 (Regulation No. 37).

#### **Administrative Measures**

New regulations for the Ministry of Education were passed in 1958, reorganizing the Ministry as follows: a senior director general of education, who is a permanent civil servant, directs the work of the Ministry under the general guidance of the Minister of Education. He is to be a specialist in education with long experience and is appointed for five years. Under him are the following directors general: a director general of instruction, responsible for general education on the primary and secondary levels; a director general of vocational education; a director general of administration, to be responsible for departments of personnel, finance, school buildings, registry and archives, etc.; a director general of research; an inspector general.

<sup>1</sup> From the report submitted to the XXIst International Conference on Public Education by Mr. Matta AKRAWI, Delegate of the government of Iraq.



**Control**

The regulations also make provision for an education council and for an annual meeting of the provincial directors of education. They distinguish between three types of inspection: primary school inspection, secondary school inspection conducted by specialized inspectors along subject lines, and administrative inspection.

**Finance**

The following table shows (in dinars) the estimates for expenditure on education for the last three financial years. The education budget ranges from 16% of the total government budget in 1956-1957 to 17.6% in the current financial year.

**Budget of the Ministry of**

Education	1956-1957	1957-1958	1958-1959
Administration . . . . .	543,300	635,340	634,420
Iraq Academy . . . . .	13,000	14,520	13,950
Fundamental education . . . . .	74,050	92,140	61,390
Higher education . . . . .	818,500	955,740	914,130
Secondary education and primary teacher training	3,481,960	4,002,960	4,158,150
Technical education . . . . .	290,800	332,310	350,020
Agricultural education . . . . .	139,800	154,050	178,500
Antiquities department . . . . .	99,350	99,680	100,630
Total . . . . .	5,460,760	6,286,740	6,411,490

Government grant to local  
authorities for primary  
education . . . . .

5,100,000

6,600,000

7,000,000

Grant to the University  
of Baghdad . . . . .

—

—

159,340

Total for education from  
the central budget . . . . .

10,560,760

12,886,740

13,670,830

Expenditure by local au-  
thorities on primary  
education . . . . .

1,685,403

Development board grant  
for school buildings . . . . .

1,250,000

1,250,000

1,500,000

Grand total of expendi-  
ture on education . . . . .

13,496,163

**ORGANIZATION****Quantitative Development**

The post-war period has witnessed a great upsurge in the enrolment of schools and colleges at all levels. This is reflected in the following table showing the number of teachers and pupils for the years 1956-1957 and 1957-1958. Total enrolment at all levels of education in public, private and foreign schools and colleges increased in 1957-1958 over 1956-1957 by 72,443 and over 1955-1956 by 103,963. Public primary and secondary school enrolments have quadrupled since 1944-1945, while enrolment in higher education has almost trebled.

	Teachers		Pupils	
	1956-1957	1957-1958	1956-1957	1957-1958
Public primary schools .	10,944	12,268	360,661	416,473
Private primary schools	596	608	15,630	18,995
Foreign primary schools	67	61	2,093	2,034
Public secondary schools	2,155	2,442	45,395	51,464
Private secondary schools	820	1,027	13,934	17,530
Foreign secondary schools	97	86	1,060	1,098
Vocational schools attached to the Ministry of Education . . . . .	238	326	2,572	3,888
Vocational schools not attached to the Ministry of Education . . . . .	23	36	756	698
Primary teachers' colleges	109	216	3,599	5,425
Emergency training courses . . . . .	—	—	1,029	1,251
Higher institutes attached to the Ministry of Education . . . . .	345	367	3,828	3,969
Higher institutes not attached to the Ministry of Education . . . . .	185	176	1,535	1,710
Grand total . . .	15,579	17,613	452,092	524,535

In 1956-1957, out of the total number of teachers 13,999 were teaching in public schools, 1,416 in private schools and 164 in foreign schools. In 1957-1958, they were distributed as follows; 15,831 in public schools, 1,635 in private schools and 147 in foreign schools. As for pupils, they were distributed as follows in 1956-1957 : 419,375 in public schools, 29,564 in private schools and 3,153 in foreign schools. In 1957-1958, there were 484,878 in public schools, 36,525 in private schools and 3,132 in foreign schools.

**Pre-School Education** It has long been the policy of the Ministry of Education to have only a limited development of pre-school education in the public schools. Given the large proportion of school age children who are without schooling, and the limited funds, especially in the past, it was thought best that the major development should be in the realm of primary education. The Iraqi kindergarten is of two years' duration, from ages 4 to 6, the upper class often being considered a preparatory class to the primary school.

In 1957-1958 there were 24 public kindergartens, with 104 women teachers and 3,712 children (2,121 boys, 1,591 girls). Private kindergarten classes, usually attached to primary schools, had 3,482 children (1,918 boys, 1,564 girls). The total kindergarten enrolment was then 7,194 children.

**Primary Education** The census of October, 1957, showed that Iraq had a population of 6.5 millions. This would entail a population of school age of about one million, or approximately 16% of the total population.

The present enrolment in all primary schools, public, private and foreign, exclusive of kindergartens, is 430,308 (326,303 boys and 104,005 girls). The enrolment therefore is roughly 43% of the children of school age. This is a great advance over 1947 when the enrolment was estimated at 20% of the children of school age. It is to be noted that 65% of the boys are already in school, but only about 20% of the girls. This is a reflection of social conservatism which, however, is gradually giving way.

Provided that the present prosperity of the country continues, with the plan to add 2,000 teachers a year to the primary teaching force, it is hoped to provide schooling in the next ten years for at least all the boys of school age and for a substantial proportion of the girls, perhaps more than one half of the estimated total.

Another significant fact is the growth of co-educational primary schools. From a mere handful in the early thirties, they have grown to represent one-third of the total number of primary schools.

**Secondary Education** The quantitative development of secondary education has been as striking as that of primary education. The figures for 1956-1957 show that there were 210 secondary schools, public, private and foreign, employing 3,072 teachers and enrolling 60,389 pupils (10,405 girls). The corresponding figures for 1957-1958 are 244 schools, 3,555 teachers and 70,092 pupils of whom 13,855 are girls. This represents an advance in one year of 34 new schools, 483 teachers and 9,703 pupils. The increase in enrolment in one year was 16%.

Starting in 1920 with only three incomplete secondary schools for boys and none for girls, the enrolment has increased 470 times since 1920, 25 times since 1930 and about 2.3 times since 1950.

#### **Vocational and Technical Education**

There has been a large increase in the number of public and private commercial secondary schools in the last two years. In 1955-1956 there were only four commercial secondary schools for boys, of which three were simply commercial classes in ordinary secondary schools. The enrolment was 352 boys. The abolition of the public intermediate school examination and the exemption of pupils entering commercial classes from any entrance examination resulted in an influx to these classes. In 1957-1958 there were commercial classes in 17 boys' secondary (preparatory) schools and in one co-educational commercial secondary school in Baghdad enrolling 2,621 boys and 106 girls, or a total of 2,727. In addition, there were commercial classes in 24 private schools enrolling 3,607 boys and 131 girls, or a total of 3,738.

The technical progress of the country resulting from increased revenue in the last few years, the widespread technical projects, the establishment of various factories and workshops, and the building of highways, bridges, dams, and other constructional projects, prompted the Ministry of Education to reconsider the general position of technical education and the problem of guiding it to meet the need of these projects for skilled technical staff.

For three decades the country had only two technical schools, with enrolment never exceeding 300. Students usually preferred, and to a certain extent still do, to enter the secondary schools. With the coming of large programmes of economic development after 1951 the demand

for skilled workers increased and more schools were opened. In 1955-1956 there were four schools, with an enrolment of 808 students. In 1956-1957 there were five technical secondary schools and three trade schools, with an enrolment of 1,218 students. In the current year there are the same number of schools, but three of the technical schools have opened evening classes. The total enrolment has risen to 1,694 boys, of whom 136 were in evening classes. This represents more than five times the enrolment in 1950.

In 1956-1957 the Ministry of Education established three schools of agriculture in three provinces, giving a three-year course above the primary school. Each admitted 40 students. Six more schools were established in 1957-1958, bringing the total enrolment to 449 students.

Beside the above mentioned vocational schools, there are certain trade schools connected with local administrations, under the supervision of the Ministry of Education. These schools offer instruction in printing, secretarial work, business, sewing and dressmaking, and home economics. Students enrolled in these course do not usually receive certificates, but wish to learn a trade. These schools are ten in number, eight for girls and two for boys with an enrolment of 700 girls and 200 boys.

In addition, there are other trade schools connected with the Ministry of Development which train students in the vocational and technical areas and provide jobs for the trainees after their training. These schools offer one-year courses and enrolment runs to several hundred students, most of whom have their elementary school certificates.

#### **Higher Education**

There are thirteen colleges and institutes of higher education in Irak, exclusive of the college of theology which is directed by the Awgaf (religious foundations). The oldest, the college of law, is fifty years old, having been founded in 1908 during the days of the Ottoman Empire. The youngest, the colleges of dentistry and veterinary medicine, were founded in 1955.

In July, 1957, the Council of Ministers decided to put into execution the law on the University of Baghdad which had been passed by parliament the previous year. An Iraqi educator of long experience was appointed as first president of the university. The law provides that the university be made up of some or all of the existing colleges, after a founding council of eight men, experienced in higher education, has decided that they are of a standard to warrant their admission into the university. The founding council is empowered to introduce changes and improvements in the colleges in order to raise their standards for this purpose.

The law gives the president of the university the powers of a minister over it. Accordingly the Minister of Education transferred his powers over the eight colleges under his jurisdiction to the president. Negotiations are going on with the Ministry of Agriculture about a similar transfer of powers with regard to the colleges of agriculture and veterinary medicine, and with the Ministry of Health about the transfer of the colleges of medicine, dentistry and pharmacy.

The founding council also took measures to unify the system of admission and for that purpose the office of registrar of the university was created. The curriculum of the first year was overhauled and a new curriculum providing a choice of general basic courses of university



standard was laid down by 15 committees, made up of about 90 professors and lecturers drawn from the various colleges. It was also decided that departments in the several colleges teaching the same subjects shall be unified and steps were taken towards this unification, which will be continued throughout the coming year.

Four committees were formed in order to make a preliminary study of the colleges of medicine, arts and sciences, agriculture and the higher teachers' college for purposes of admitting them to the university. On the recommendation of their faculty councils, the courses of the colleges of law and engineering were lengthened from four to five years, and of the institute of physical education from three to four years. In order to avoid duplication, it was decided that the first two years of the higher teachers' college should be transferred to the college of arts and science, while a year will be added at the end of the higher teachers' college to allow for a three-year course combining academic and professional studies leading to a bachelor's degree and a diploma in education. Thus the higher teachers' college courses will in effect be of five years beyond the secondary school.

With the help of the Ford Foundation, a commission of three American educators studied the possibilities of developing the higher teachers' college into a faculty of education. The Foundation is also helping to set up central university library. The British Council is trying to recruit a registrar from a British university to help in the organization of the registrar's office of Baghdad University.

It is planned to build a new university campus. The development board has purchased a site of 160 hectares in a beautiful peninsular formed by the Tigris to the South of Baghdad. An American architect of international fame has been engaged to draw up the overall plan for the university.

#### TEACHING STAFF

**Primary Teacher Training** Up to 1955-1956, there were only two primary teachers' colleges for men, with 743 students, and one teachers' college for women with 336 students. The number of graduates of these colleges was woefully inadequate to meet the needs of the rapidly expanding primary school system. In order to meet this need, the Ministry had recourse to an emergency course of one year open to graduates of secondary schools. This took the form of classes attached to secondary schools.

These, however, did not prove satisfactory. With the desire of the Ministry to push ahead with the compulsory education campaign, it was finally decided to open 22 new teachers' colleges in 1956-1957 and four more were added in 1957-1958, bringing the total to 29 teachers' colleges.

A special post-graduate course of one year was opened to prepare instructors of education and educational psychology for the primary teachers' colleges. Fourteen students were enrolled in this course in 1957-1958, of whom four were women.

Teachers of special subjects are trained outside the teachers' colleges. The institute of fine arts offers three-year courses for teachers of art and music for the primary schools. The domestic science secondary schools prepare teachers of this subject for primary schools.

**Secondary Teacher Training**

Secondary school teachers are trained at the higher teachers' college. Founded in 1923 to give evening classes, this college now has a four-year post-secondary course leading to a degree. It offers parallel streams in Arabic language and literature, English language and literature, history and geography, mathematics, physics, chemistry and biology. The higher teachers' college is destined to become part of the new University of Baghdad.

Though the college is turning out about 200 teachers a year, this number is inadequate and the Ministry has had to employ graduates of the college of arts and science which offers four-year post-secondary courses leading to a Bachelor's degree, but without professional training.

Home economics teachers, domestic science teachers and women physical education teachers, are trained in four-year post-secondary courses at Queen Aliya College. Men physical education teachers are trained in the physical education institute, which offers a post-secondary course of three years, now being lengthened to four. The college of agriculture has just begun to train teachers of agriculture. No arrangements exist for the training of teachers for technical and commercial subjects.

**In-Service Training**

In-service training courses are usually held in summer. By arrangement with the American University of Beirut, teachers are sent to attend summer courses in education. Teachers of English in secondary schools are sent to a summer course in England, at government expense, by arrangement with the British Council. Fifty were sent in the summer of 1958.

**MISCELLANEOUS****Study Abroad**

A budget of 720,000 dinars was allocated for educational missions in the year 1957-1958. This is exclusive of expenditure by the development board.

The Council of Ministers decided to send 114 students abroad at government expense during the year 1954-1955, 120 during 1955-1956, 130 during 1956-1957, and 152 in 1957-1958.

With the growth of the various colleges in Iraq, more emphasis is being laid upon post-graduate study to prepare advanced specialists. In undergraduate work there is a good deal of concentration on the various branches of engineering and technology.

The number of students supported wholly by the government rose from 9 in 1921 to 93 in 1928, and 238 in 1939-1940. It declined to 114 in 1945 because of world war II and increased in later years. During the academic year 1957-1958 there were 2,520 Iraqis studying abroad.

**Private Education**

Iraqi children are forbidden by the public education law from entering foreign primary schools.

In 1957-1958, there were 72 private and foreign primary schools, of which 23 were for boys, 9 for girls, and 40 mixed. They had 669 teachers, of whom 312 were women, and 21,029 pupils, of whom 5,983 were girls. Enrolment in private and foreign primary schools was thus only 5% of the total primary school enrolment. The foreign schools were five Iranian schools established on a reciprocal basis for children of Iranian residents in Iraq, in return for schools for Iraqi children in Iran.

In the same year of 1957-1958, there were 66 private and foreign secondary schools of which 58 were for boys and eight for girls. Six of them were foreign, including one for girls. They were staffed by 1,113 teachers, of whom 86 were women, and had an enrolment of 18,628 of which 1,637 were girls. This is less than one-fourth of the total secondary school enrolment.

**Literacy and  
Fundamental Education**

In 1955-1956, the latest year for which figures are available, there were 1,070 literacy classes in 506 centres, where 1,399 teachers were teaching 32,009 illiterates. Of these only 2,686 were women.

Fundamental education activities began in 1950, under the impetus of Unesco. For some months, a Unesco team with Iraqi collaborators attempted to produce literacy materials in Arabic and applied them on a trial basis in the Dujail area, about 130 miles to the south of Baghdad, where new agricultural settlements had been started. This was followed in the ensuing year by a fully fledged fundamental education project with five Unesco experts and a number of Iraqi counterparts. In 1953, staff training activities were begun as part of the project. By 1955 an Iraqi team, made up mainly of graduates of the Unesco fundamental education centre for the Arab states at Sirs el-Layan in Egypt, took over the activities completely. New projects have since been started at Abu Ghreib, Latifiya, Mosul and Basra. A Unesco team of four continues to give general guidance. A fundamental education division has been opened at the Ministry of Education. In 1957-1958 it had a budget of 92,140 dinars.

# IRELAND

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

*Finance — School Building — Quantitative Development — Teacher Training*

**Finance** The public education budget for 1958-1959 is £15,135,346, an increase of £535,225 (3.67%) over the previous year.

These figures do not include the provision made for universities and university colleges, for which the figure for 1958-1959 is £764,874, i.e. a decrease of £1,440 (—0.19%) as compared with 1957-1958.

**School Building** Primary schools are under local denominational management, but the State provides at least two thirds of the cost of building for each school and pays the entire salaries of the teachers.

During the financial year ended 31st March, 1958, state grants amounting to £1,206,000 were expended on meeting the need for increased and improved primary school accommodation. Forty-five new primary schools were built and sixteen existing schools were enlarged.

During the same year, the building of nine new vocational schools was completed. The capital cost of these and of three extensions and improvements to other vocational schools amounted to £441,000.

**Quantitative Development** The following statistics show the number of pupils and teachers at the different educational levels :

### *Primary education (1956-1957)*

Pupils on 30th June, 1957 . . . . .	503,381 (+ 2,487 or 0.5%)
Teachers on 30th June, 1957 . . . . .	13,402 (+ 140 or 1.05%)

### *Secondary (grammar) education (1957-1958)*

Pupils . . . . .	66,221 (+ 3,777 or 5.7%)
Teachers . . . . .	4,957 (+ 218 or 4.4%)

### *Vocational education (1956-1957)*

Pupils : Whole-time post-primary . . . . .	21,786 (+ 1,006 or 4.8%)
Whole-time technical . . . . .	705 (+ 149 or 27%)
Day-release apprentices . . . . .	2,630 (+ 103 or 4.1%)
Others, part-time day . . . . .	5,058 (—1,176 or 23%)
Evening apprentices and others . . . . .	58,445 (—5,964 or 9.3%)
Teacher training . . . . .	186 (— 31 or 14%)
Teachers : Whole-time . . . . .	1,487 (+ 60 or 4%)
Part-time . . . . .	1,119 (— 73 or 6.5%)

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. M. Ó RAIFEARTAIGH, Delegate of the government of Ireland.



The foregoing figures show further increased enrolment in primary and secondary schools and in whole-time courses and courses for apprentices in vocational schools. The increase is again particularly noticeable in the case of secondary (grammar) schools. Though the country's population remains more or less static there is a continuous increase in the numbers attending these schools. In 1957-1958 there were 489 recognized secondary schools with a total of 66,221 pupils, as compared with 480 recognized schools and 62,429 pupils in 1956-1957.

**Teacher Training** The curriculum of the two-year course in the training colleges for national (primary) teachers comprises: (a) a full course of pedagogical studies and practice; (b) a course of academic studies (Irish, English, history, mathematics, geography, and, as optional subjects, Latin, French and instrumental music) leading to an examination at the end of the two-year course, of the standard of the first university examination (First Arts).

This curriculum, which was introduced in 1932, has been felt for some time to be in both extent and depth somewhat over-exacting. After consultation with the authorities of the training colleges and with the concurrence of the National University of Ireland, a new curriculum has been drawn up and will be operative from September, 1958.

# ISRAEL

## EDUCATIONAL PROGRESS IN 1957-1958<sup>1</sup>

ADMINISTRATION — *Legislation — Budget — School Building — ORGANIZATION — Quantitative Development — New Type of Secondary School — CURRICULA, SYLLABUSES, METHODS — Time-Tables — Curricula and Syllabuses — "Jewish Consciousness" — Teachers' Handbooks — New Textbooks — TEACHING STAFF — Training — Status and Conditions of Service — AUXILIARY SERVICES — Social Assistance*

### ADMINISTRATION

#### Legislation

The regulations for the registration of children in schools have been considerably revised with a view to meeting complaints that undue influence had been used by interested parties in favour of one or other category of school.

Primary education is compulsory and free in Israel. The law holds the local authorities partly responsible for the maintenance of schools. The responsibility of local authorities is complete in the case of "compulsory services", but if a local authority is willing to supply "additional services" it may, with the approval of the Minister of Education and Culture, impose on parents a special education rate. The wording of the law was not very clear, and regulations have now been issued to amplify it. Under these regulations, "additional services" may include health services (in addition to those provided compulsorily), insurance of pupils against accidents, vocational guidance, psychology services, supply of textbooks, exercise books, writing materials and raw materials for handwork, dental examination and care, and extra-curricular activities. The regulations also lay down the maximum rates which may be imposed for each service, and specify in detail the scope of each service to be rendered.

Changes were made in the allocation of teaching periods to schools. A full teaching post in primary schools consists of 30 periods of 45-50 minutes each, but the number of teaching periods allotted to the various classes is often smaller. In calculating the staff required for each school it is therefore necessary to total the periods of all the classes and add other requirements including time for administration and supervision, handwork, agriculture, etc. (when classes are divided into smaller groups) school choirs, lunches, etc. The total divided by 30 gives the number of "posts", which is not identical with the number of teachers, some of whom work part-time.

The changes made expect the periods allotted to gardening and handwork to be used only where local conditions make the teaching of these subjects possible. Where this is impossible because of lack of a

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. Haim ORMIAN, Delegate of the government of the State of Israel.

gardening plot or of tools, these periods must not be reallocated to other subjects but are returned to the common budgetary pool. On the other hand, if local conditions allow additional handwork skills to be taught, more periods will be given. Regulations were also laid down for the apportionment of time between handwork and gardening.

Head teachers are freed from the present obligation to teach in inverse proportion to the number of classes in the school, but every head has to teach a minimum of six periods.

Special additional teaching periods have been allocated to schools, where necessary, to help children of new immigrants to learn Hebrew more quickly and thus be absorbed in their normal classes.

Special additional teaching periods have also been added to schools to help weak pupils so they do not have to repeat a year.

Instructions were issued to counteract the tendency observed in some schools to substitute other subjects for physical education. Heads of schools are now enjoined to see that the two periods allotted to physical education are given *in toto*.

A beginning has been made in replacing the system of cash scholarships to secondary school pupils by a system of graded tuition fees. Pupils in the eighth primary school class take a test, and those who qualify for secondary studies are classified in categories according to their parent's economic position. The fee charged to the parents depends on this category, the rest being divided between the central and the local authorities. Parents in the lowest category are exempt from fees altogether. This year this system was applied to grade IX. Next year it will be extended to grade X. On a nation-wide average, the fees paid by parents are 60% as against 40% paid by government and local authorities.

Pupils in secondary schools who benefit either from scholarships or reduced fees may now receive a refund of travelling expenses if they live far from school.

Secondary schools have been instructed to prepare annual reports on their work during the year. These reports should deal, *inter alia*, with the following items: school work, extra-curricular activities, excursions, relations with parents, the teachers' council, pupils' committees, essays written in Hebrew and in other languages, marks obtained in the various subjects, promotion of pupils, plans for the next year, etc.

Hitherto, successful candidates from evening secondary schools for the Bagrut (matriculation) examination were given external certificates. Under a new regulation they will receive the same certificate as day-school candidates.

A new system was introduced for recruiting headmasters. Hitherto they were chosen mainly from lists prepared by inspectors. Notices of vacancies are now published and circulated to teachers so that they have an opportunity of applying.

Instructions have been issued for the medical examination of candidates entering teachers' colleges.

Instructions have also been issued regulating the writing and publication of textbooks by inspectors and school principals. Permission from the Ministry is now required and permission will be given only if there is a need for the book and if it embodies a real departure from existing books.

A booklet containing a new code of rules and regulations for primary schools was distributed early in the year to all kindergartens, primary schools and teachers' colleges; a booklet of suggestions for state religious schools was also published and distributed.

#### Budget

The following table is a comparison between the approved budgets of the Ministry of Education and Culture for the financial years 1957-1958 and 1958-1959.

These figures, expressed in Israeli pounds, include administrative costs, which were not shown in the report presented to the XXth International Conference on Public Education.

	1956-1957	1957-1958	Percentage Increase
Kindergartens . . . . .	3,128,300	4,184,700	33.7%
Primary . . . . .	28,836,300	38,640,900	34.0%
Secondary . . . . .	1,764,200	2,624,500	48.8%
Adult . . . . .	1,408,200	1,494,900	6.1%
Nutrition . . . . .	1,909,600	3,082,400	61.4%
Teacher training . . . . .	1,184,100	1,884,600	59.2%
Higher and university . . . . .	4,254,800	5,696,300	33.9%
Physical education . . . . .	132,800	119,000	11.6%
Youth and recreation . . . . .	197,300	214,600	8.7%
Science, culture and art . . . . .	510,520	527,500	3.3%
General administration . . . . .	1,610,100	1,923,100	19.5%
Reserve . . . . .	1,312,000	1,940,000	47.9%
<b>Total</b>	<b>46,248,220</b>	<b>62,332,500</b>	<b>34.78%</b>

The Ministries of Labour and Agriculture have provided in their budgets for vocational and agricultural education respectively as follows :

	1956-1957	1957-1958
Vocational education . . . . .	1,447,205	1,618,500
Agricultural education . . . . .	1,925,323	2,461,000

It should also be mentioned that teachers' salaries in state primary schools are met by the Ministry of Education and Culture but, in addition, the local authorities spend considerable sums on maintaining pre-primary, secondary and vocational schools. As most of the vocational schools and many agricultural schools belong to and are maintained by voluntary bodies, no exact figures are available of this extra-governmental expenditure on education.

#### School Building

The sums allocated for school buildings during 1956-1957 totalled over six million Israeli pounds, and in 1957-1958, over fifteen million. The building project for 1958-1959 provides for an expenditure of 9,430,000 Israeli pounds.

The breakdown of the total expenditure on school building in 1957-1958 was as follows :

Ministry of Education and Culture . . . . .	2,750,000
Ministry of Labour . . . . .	9,480,000
State lottery loans to local authorities . . . . .	1,120,000
Jewish Agency . . . . .	500,000
Local authorities . . . . .	1,500,000



A survey of school buildings and other accommodation used for school purposes, including rented premises, has been made. The answers to the questionnaire have not yet been summarized.

A preliminary estimate of requirements and expenditure for the next three years shows that about 2,500 classrooms will be needed for expansion and about 2,300 for replacements. The cost per room is also expected to rise from about 10,000 to 12,500 Israeli pounds. The total cost of capital expenditure on expansion, replacement and improvement required in the three coming years is estimated at 66 million of which the local authorities should undertake 12.5 million, leaving a sum of 53.5 million to be borne by the central authorities.

### ORGANIZATION

**Quantitative Development** Statistical data for the two years 1956-1957 and 1957-1958 are given below. The figures for kindergartens are still not quite accurate though progress has been made. Though only one year of kindergarten (5-6 years old) is compulsory, it is normal for children of 4 or even 3 to begin attending. Therefore the total number shown as attending kindergarten does not mean that the same number will be ready for promotion to grade 1 at the end of the year. It should also be mentioned that the substantial increases in most grades are due not only to natural increases in population but also to immigration. For 1957-1958 the number is only an estimate. Final figures were not available for inclusion in this report.

	Number of Pupils		
	1956-1957	1957-1958	Increase %
Kindergartens (Jewish and Arab) . .	76,800	78,800	2.6
Special schools for handicapped children . . . . .	4,800	5,500	14.6
Primary schools (Jewish and Arab)	310,550	341,800	10.1
Schools for working youth (Jewish and Arab) . . . . .	11,400	11,500	0.8
Secondary Schools (Jewish and Arab)	15,750	17,750	12.7
Evening secondary schools . . . .	2,750	2,900	15.4
Secondary schools in <i>kibbutzim</i> . .	5,800	6,500	12.1
Vocational schools . . . . .	6,400	7,700	20.3
Agricultural schools . . . . .	6,000	6,200	3.3
Teacher training colleges . . . .	4,150	5,050	21.7
Higher education . . . . .	7,100	8,300	17
Miscellaneous . . . . .	19,700	20,200	2.5
<b>Total</b>	<b>471,200</b>	<b>512,200</b>	<b>8.7</b>

#### New Type of Secondary School

Progress has been made with the preparation of a new type of two-year secondary school.

### CURRICULA, SYLLABUSES, METHODS

#### Time-Tables

A suggested weekly distribution of lessons for secondary schools attached to Yeshivot (religious seminaries) has been published.

**Curricula and Syllabuses** The curriculum of primary schools has been under constant revision and it is expected that next year changes will be published.

The problem of correlating the curricula of primary and secondary schools has been considered at length and changes will be announced.

Revised syllabuses for the teaching of the Bible in state religious schools and primary schools has been published, and also a revised syllabus for grades 1 to 4 in Arab state schools, and detailed syllabuses in Hebrew literature and in French for secondary schools. A revised syllabus for grades 1 to 3 in state Hebrew schools is almost ready for publication.

**"Jewish Consciousness"** This year the programme for introducing "Jewish consciousness" in Hebrew state schools has been put into effect. This is not a new subject of study—it is not a separate subject at all. The intention is to emphasize or increase the emphasis on Jewish moral and cultural values to be derived from the study of different school subjects, such as the Hebrew language and literature, the Bible, history, etc. It is hoped that this programme will increase the pupils' knowledge and appreciation of the past and present contributions of Jewish thought, learning, laws and customs, and also strengthen the bonds that link Jews in Israel with their brethren in other countries. The programme is not a religious revival and, in fact, owing to the wishes of part of the population, it is not even called religious.

This year marks the tenth anniversary of the establishment of the State of Israel and an attempt was made to bring home to the boys and girls the historical meaning of this action and also the achievements of the State during its ten years of existence. Special readers were produced for the different types of school—state, state religious and state Arab. Schools were encouraged to prepare exhibits for the benefit of parents and the general public, to show school achievements in general and the work of the pupils in particular. Many of the exhibitions prepared in the Arab state schools were very successful and attracted large local crowds.

**Teachers' Handbooks** Booklets for the guidance of teachers were published on the teaching of the Talmud in class VI of state religious schools, and particularly on the higher religious holidays and the Feast of Tabernacles, on teaching the weekly portion of the Pentateuch, on the teaching of essay writing in the primary school, and on improving pupils' own work in arithmetic.

**New Textbooks** The revision of textbooks has been continued. Early in the school year a list of provisionally approved textbooks on all primary school subjects was published.

## TEACHING STAFF

**Training** The curriculum of teacher training colleges and of the secondary classes attached to the colleges has been the subject of prolonged study and changes are imminent.

In-service training courses were held for unqualified teachers, to prepare them for qualifying examinations. It is estimated that 3,500 teachers attended such courses.

As from September, 1959, no students will be accepted at the special colleges for kindergarten teachers or for teachers of physical education, agriculture, music, handwork, art and nutrition who have not obtained their Bagrut (matriculation) certificate.

**Status and Conditions  
of Service**

New salary scales have been approved for unqualified teachers in primary schools. There are two categories of unqualified teacher, those with an incomplete general education and those with an incomplete professional education.

New scales of allowances, considerably increased, for inspectors and principals of primary and secondary schools and of training colleges, have been established.

Late in the year teachers in secondary schools went on strike in order to improve their salary scales.

### AUXILIARY SERVICES

**Social Assistance**

Summer camps were again held this year. There were full day and half-day camps. The public camps, financed from public funds, cater mainly for social cases and for children of people with limited means. The well-to-do send their children to private camps. Altogether 55,000 children attended public camps.

The school meals service covering lunches and a glass of milk or cocoa has been considerably expanded to meet immigration, but it is still lagging behind the real requirements. About 110,000 children benefit from this service.

No changes were reported with regard to schoolchildren's health. The administration of school health has been slightly reorganized with a view to strengthening it.

There has been only a slight increase in the school psychology service. The increase in education of the handicapped is due mainly to an increase in the population. A survey is being made of blindness amongst children of school age.

# ITALY

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

ADMINISTRATION — Finance — School Building — ORGANIZATION — Quantitative Development — CURRICULA, SYLLABUSES, METHODS — Primary Education Reform — Reorganization of Secondary Schools — Technical Education — Textbooks — TEACHING STAFF — Further Training — Temporary Teachers — AUXILIARY SERVICES — Social Welfare — Pupils' Health — Travel — National Didactic Centres — Office of Comparative Legislation

### ADMINISTRATION

**Finance** The sums appropriated to educational activities in 1958-1959, compared with 1956-1957, were considerably increased as is shown in the following table, expressed in millions of lire :

	1957-1958	%	1958-1959	%
General expenses . . . . .	2,184	0.58	2,206.7	0.56
Fixed expenses . . . . .	34,040	8.97	36,420	9.32
Primary education . . . . .	189,617	49.94	192,304.9	49.18
Secondary education . . . . .	32,155	8.47	33,057.8	8.46
Classical education . . . . .	22,702	5.98	23,144.5	5.91
Physical training . . . . .	6,458	1.70	6,562	1.68
Colleges of education . . . . .	894	0.24	908.2	0.23
Special schools . . . . .	274	0.07	273.9	0.07
Technical and vocational education .	54,949	14.47	57,969.5	14.80
University education . . . . .	19,444	5.12	20,115	5.14
Academies and libraries . . . . .	1,714	0.45	1,735.8	0.44
Antiquities and fine arts . . . . .	9,855	2.60	9,464.9	2.42
Miscellaneous . . . . .	2,099	0.55	3,767.7	0.96
Adult education . . . . .	2,977	0.78	2,976.5	0.76
Assistance . . . . .	280	0.08	275	0.07
<b>Total . . . . .</b>	<b>379,642</b>		<b>391,182.4</b>	

**School Building** In 1957-1958 the central service for school building and equipment of the Ministry of Education carried on considerable activity, the main aspects of which may be summarized as follows.

In accordance with the Ministry of Public Works, under act No. 645 of 9th August, 1954, was drawn up the yearly programme for financing new school buildings. This programme provides during the fiscal year 1957-1958 for a total expenditure of nearly 40,000 million lire. With this sum 3,500 buildings with 10,000 classrooms will be constructed. In 1957 it was possible to build about 5,000 classrooms.

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. Giovanni CALÒ, Delegate of the Italian government.



At the study centre of the central service the question of building secondary schools is at present being examined. In accordance with the Ministry of Public Works new regulations concerning the technical and juridical aspects of the building of these schools will be issued, as was the case for nursery and primary schools.

During 1957-1958 the national index of school building and the provincial index of each superintendency continued to be kept up to date. Moreover, a collection of photographic material was begun in connection with the new technical and educational building directives given in the regulations.

During the same year contacts were intensified between the Ministry of Education and the other administrations concerned (Ministry of Finance, Ministry of Labour, Ministry of Agriculture) in order to attain a prompt allocation of the loans to municipalities and provinces by the Bank for Deposits and Loans, as well as better cooperation from labour workshops and the bodies entrusted with land reform, for the building of small rural schools in under-developed and drainage areas.

It is to be stressed that local administrations (municipalities and provinces), as well as prefectures, civil engineering offices and public works departments, were urged to cooperate in solving problems of school building.

#### ORGANIZATION

**Quantitative Development** *Primary Education.* During the school year 1957-1958, 7,252 primary schools were established, of which 2,995 were state schools and 4,257 subsidized schools.

Moreover, it is to be pointed out that nine more provinces were added to the six existing pilot provinces in the plan to improve primary education.

*Secondary Education.* The number of pupils increased from 595,968 in 1956-1957 to 639,983 in 1957-1958, distributed as follows: primary schools, 406,059 pupils; classical lycées, 114,353 pupils; scientific lycées, 40,306 pupils; teacher training schools, 72,265 pupils. The increase in the school population required the establishment of 1,515 new classes, of which 1,318 were in primary schools, 72 in classical lycées, 65 in scientific lycées and 60 in teacher training schools.

The teachers (regular, temporary or special temporary) serving in these schools, amounted in 1957-1958 to 44,581. At the beginning of the current school year 120 secondary school heads received their regular appointment after competition, while a competition for 70 more is under way.

It should be mentioned that 3,447 secondary school posts have been up for a state competition, for which 150,000 applications have been received.

*Technical Education.* At the beginning of the school year 1957-1958, 68 new vocational schools were established and 700 additional classes were opened in existing schools. Moreover, 3 agrarian institutes, 1 technical commercial institute, 18 vocational institutes (of which 6 were already functioning as experimental schools and 10 were derived from the trans-

formation of existing technical schools) were established. In technical institutes 622 new classes were authorized.

At the beginning of the current school year, in the various institutes and schools under the general department for technical education, 1,600 teachers received their regular appointment. The competition for the 2,800 posts made available by the decree of 8th February, 1957, is under way.

*University Education.* During 1957, besides the establishment of new faculties in state universities, 36 state competitions were held for university posts; 61 "extraordinary professors" and 102 "ordinary professors" received their regular appointment. Examinations for the *libera docenza*, for which there are 3,000 candidates, are in progress.

*Adult Education.* The uniform structure given to adult education activities in 1956-1957 favourably affected their development during 1957-1958. The following figures show the activity displayed in 1957-1958 in this field: popular courses 11,972, special popular courses 2,170, reading centres 4,148, musical orientation courses 783, refresher courses 2,897, adult education courses 1,007, summer schools 320, Sunday schools 143, schools for prisoners 608, schools for military personnel 1,137.

*Art Education.* New teaching courses were established in the art institutes and in the musical education institutes. It is worth mentioning the establishment of the art institute in Reggio Calabria (with sections for wood, ceramics and textiles); the establishment of two art schools, one at Cerreto Sannita (with a section for ceramics) and the other at Aquila (with sections for wood, metal, lace and embroidery).

### CURRICULA, SYLLABUSES, METHODS

**Primary Education Reform** The division of the primary school into two stages (from 6 to 8 years old and from 9 to 11 years) replacing the old lower school (1st, 2nd and 3rd years) and higher school (4th and 5th years) is based upon psychological, didactic, practical and economic grounds. The possibilities of learning at the age of 6-8 years are considerably different from those in the next period; hence the necessity of different didactic procedures.

#### Reorganization of Secondary Schools

A draft bill for the reorganization of secondary schools and the revision of curricula and teaching hours was submitted to parliament, but approval was postponed. Meanwhile, experiments already begun are going on in several secondary and vocational schools of various provinces to work out a single lower secondary school with optional courses. This year the establishment of the second experimental classes was authorized in these schools as well as in two other schools, at Pisa and Ulzio.

#### Technical Education

In the framework of the experiments and studies in view of the establishment of a single school with optional subjects (dealt with in previous reports), 4 new observation classes were opened in vocational schools.

Moreover, a draft bill was worked out concerning the reorganization of the structure of technical institutes, according to which the curriculum will last five years and will consist of a two-year preparatory course and a three-year course of a largely technical character. Pupils having a lower secondary diploma are entitled to enter the first class of the technical institute as well as those having a vocational school diploma, after passing an examination in Italian and mathematics. The bill plans moreover the introduction of new subjects, such as civic education and elements of common law (the latter subject, already taught in commercial and surveyors' institutes, will be extended to all types of institutes). The bill plans to establish technical institutes with special regulations and aims consistent with the new requirements of technology.

#### Textbooks

Provisions for the choice of textbooks for the next school year were issued by circular No. 1380, 14th April, 1958. The date of the choice was brought forward to 10th-20th May in order to give publishers sufficient time for reprinting and completing their supply of the texts requested. As previously, principals and teachers are responsible for ensuring the best choice without weighing too heavily on family budgets.

#### TEACHING STAFF

##### Further Training

Measures for the improvement of teaching staff have continued at an ever growing rate. Primary and secondary principals and teachers often attended meetings, congresses, courses, seminars, etc. during which topics of cultural interest were discussed as well as urgent problems of teaching.

##### Temporary Teachers

The department for special temporary teachers (*ruoli speciali transitori*) was established in 1948 in order to enrol in a special file the teachers who, in the quinquennium 1943-1948, during which no regular competitions had taken place, had taught for at least three years in state schools.

During the current school year, the activity of this department consisted of (a) enrolment in the regular files, beginning from 1st October, 1957, of some thousands of secondary school teachers with the required qualifications, and (b) conversion of special temporary posts into regular posts in subjects for which the present regulations provide for regular posts.

#### AUXILIARY SERVICES

##### Social Welfare

Many steps were taken by the Ministry of Education or by principals on behalf of the pupils. In classical lycées, 13,000 scholarships were granted varying from 30,000 lire (for lower secondary pupils) to 60,000 lire (for upper secondary pupils). This amount was increased by 30,000 lire for pupils living in a different area from their school. Free places in state boarding schools (794 this year) were granted to industrious and deserving pupils in need. School books, medicines, etc. were distributed through the school funds, which also made grants to allow the most deserving pupils to take part in cultural tours in Italy and abroad organized by the schools.

Intense activity was carried on on behalf of university students. Direct assistance to students is also carried out by the Ministry of Education: every year a certain number of scholarships for needy and deserving students are placed at the disposal of the universities, to a total amount of ten million lire; during the fiscal year 1957-1958, 50 scholarships were granted, each of 200,000 lire. Moreover, yearly competitions take place for post-graduate scholarships in Italian or foreign universities; they are granted to graduates of all faculties.

The amount of each scholarship varies according to budget possibilities and the place where the scholarship will be used, as well as any other circumstances.

Lastly, 40 scholarships to a total amount of one million lire are yearly granted to deserving young graduates proposed by the academic councils and having particular aptitude for scientific research, who wish to continue to work in the university field.

#### **Pupils' Health**

In the field of physical training the school medical service was improved. Favourable results were achieved in the 21 provinces chosen as test provinces. In the school year 1957-1958 it was considerably expanded.

Courses of remedial training were held for pupils afflicted by physical anomalies or other deficiencies in their development and in their skeletal and muscular systems. These courses were established in the lower secondary schools and vocational schools of 50 superintendencies and in the current school year reached a total of 406 (312 last year).

#### **Travel**

The activity of the Italian Committee for Cultural Tours (Civis) in 1957-1958 affected, as in previous years, several sectors.

It is worth mentioning the meeting between Italian teachers of French and French teachers of Italian, and the visit of a group of 60 students chosen by the Ministry of Education to the most important industries of France, England and Germany, in cooperation with the Institute for Industrial Rehabilitation.

Moreover, 42 Italian students of the various faculties visited the corresponding faculties and institutes of many English universities; 66 Italian students visited universities, institutes and museums in France; 15 students at fine arts academies went to Greece on a cultural tour.

A total of 993 children selected from among the best Italian secondary school pupils were granted prize tours and were accompanied by 56 teachers of foreign languages and literary subjects. The countries visited were Switzerland, Austria, Germany, France, England, Netherlands, Belgium, Spain, Denmark, Turkey, Tunisia and Ireland. There were 28 tours in all.

The Italian schools which during the 1957 school year applied to Civis for the organization of tours abroad numbered 47, with a total of 1,740 pupils. The countries visited were Spain, France, Germany, Switzerland, Greece and Austria.

Requests for school tours in Italy numbered 32.

The groups of foreign students lodged and assisted by Civis during the year totalled 172 (6,200 persons and 80,600 days' stay). These groups came mainly from other Western European countries, but also from Lebanon, Turkey, Greece and Yugoslavia.



**National Didactic Centres** During the school year 1957-1958 the activity of the eight national didactic centres was specially intense. These are bodies particularly concerned with studies, research and experiment in the field of education under the supervision of the Ministry of Education.

The national didactic centre for nursery schools organized the third further training course in Brescia for qualified infant teachers and cooperated in the refresher course for nursery school teachers organized by the town of Turin and by that superintendency, in the framework of manifestations organized to commemorate Ferrante Aporti, the founder of Italian infant schools.

The national didactic centre for primary education, by the publication of the most interesting experiments, illustrated the aims of the new primary curricula and helped in their application. Moreover, the centre organized a certain number of refresher courses for directors, teachers, etc.

The national didactic centre for lycées appointed a commission to study the reorganization of lycées. The first meetings dealt with the first two years of the course and the project for the last three years is being drafted. The centre plans to conclude its work with a meeting of experts. The centre also organized last year two refresher courses, one on the technique and means of experimentation for teachers of physics in classical and scientific lycées, and the other, in cooperation with the Italian Chemical Society, on the advancement of chemistry, for secondary teachers in Lombardy.

The national didactic centre for secondary education, in addition to the organization of numerous refresher courses and to the publication of volumes and reviews, continued the experiment on observation classes. In addition to officials from general departments and from the centre, 24 principals and about 350 teachers are concerned in this experiment. Pupils number about 2,241.

The national didactic centre for technical and vocational education has organized a lecture on educational films, a meeting of teachers for studying educational films for agriculture, a first lecture on the teaching of mathematics, a second lecture for principals of vocational institutes for agriculture and a meeting on school experiments in physics. In addition several volumes in the series called: "Didactic Archives, Vth Series: Technical and Vocational Education" were issued or are in the press.

The national didactic centre for physical training and sport began its activity only on 3rd July, 1957, but it has already taken some measures of particular interest, such as a course for teachers of physical training in the observation classes, a ski refresher course for 24 teachers of physical training, both men and women, and the edition of two series of publications, one concerning Italian and foreign works of doctrine and popularization, and a technical one.

The national didactic centre "school-family" has continued its experiments with schools for parents, of which there are now 75. By agreement with the central service for popular education, two study and refresher courses were held for teachers interested in adult education in connection with parents' education.

The national didactic centre for studies and documentation (Florence) has held a series of exhibitions of primary school works and an exhibition of teaching aids used in the United States, with talks, documentaries, etc.

Film shows are held every Thursday, giving scientific, cultural or commemorative documentary films, and a course was run in Venice on "general educational and teaching problems concerning the European Common Market", for teachers in primary and secondary schools. A seminar on the adult education experiment of reading centres, an international exhibition of children's paintings and the fifth international congress of the International Board of Books for Young People, on "Youth literature and public opinion", were also sponsored by the centre.

Moreover, the activity of the national education library (new purchases and gifts worth more than 500,000 lire, a weekly average of 150 readers, publication of bibliographical information), and of the national museum of education (organization of photographic and other documentation on Italian schools, audio-visual aids, records, etc.) should be mentioned.

#### **Office of Comparative Legislation**

The office now has at its disposal, as far as the most important countries are concerned, a documentation which in some aspects may be considered complete.

In the first place one can find the complete collection of the publications of the International Bureau of Education of Geneva. These help all research and study work with information about educational organization in other countries and represent an excellent source of information and data, kept up to date by the annual conference which takes place every July at the Bureau. The material supplied by the IBE is also used to spread among Italian research workers and teachers knowledge of the most interesting new publications in every country in the field of education. Experience has shown the profit to be drawn from the circulation of this information, which makes known the efforts of each country to improve its educational system. It could be said that the number of persons appreciating this information is greater than might be thought. All the documentary material on the educational organization of each country, including Italy, is in the office library.

The "Guide for Foreign Students", issued in October, 1957, was very successful, as for the first time it presented Italian university and art organizations in detail in English to foreigners. Guides of the same type are being prepared in French, Spanish and German.

The dictionary of comparative school terminology for French schools was finished and the dictionary for English schools is nearly complete. A dictionary for Belgian schools, to be followed by a dictionary for Western Germany, Switzerland and the United States is in preparation.

# JAPAN

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

INTRODUCTION — ADMINISTRATION — *Administrative Changes* — *Inspection* — *Principals' Conference* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *New University Departments* — CURRICULA, SYLLABUSES, METHODS — *Towards Curriculum Reform* — *Examination* — *Moral Education* — *Other Curriculum Changes* — TEACHING STAFF — *Training* — *Salaries* — AUXILIARY SERVICES — *Pupils' Health* — *School Lunch Service* — *Free Distribution of Textbooks* — *Special Education* — *Scholarships* — *International Cultural Exchange*

### INTRODUCTION

The number of schools, teachers and pupils at each school level, with few exceptions, generally showed a tendency to increase. For instance, the number of pupils in upper secondary schools and special schools increased by 7% in each case and the number of students in universities by 4%. The number of kindergartens showed an increase of 8% and of special schools 5%. The national and local educational agencies made continuous efforts to extend the educational services, for which reason the amount of national and local educational expenditure increased since the previous year.

The educational problems which were given marked attention during the 1957-1958 school year were as follows: (1) consolidation of the relationships between national and local educational agencies and improvement of school administrative and instructional systems; (2) promotion of scientific and technological education; (3) improvement of basic scholastic achievement; (4) expansion of moral education.

### ADMINISTRATION

**Administrative Changes** In October, 1956, the law on the organization and management of local educational administration was enacted. Its aims are to guarantee the political neutrality of education, to coordinate educational and general administration and to establish a close tie between the educational activities of the national government and of local public bodies.

In the school year 1957-1958, some measures were taken to reorganize the educational administration systems and organizations according to the new law. Under the new law, each prefectural and municipal board

<sup>1</sup> From the report submitted to the XXIst International Conference on Public Education by Mr. Shigeru INADA, Delegate of the government of Japan.

of education must establish a set of regulations for school administration for schools under its jurisdiction. In the school year 1957-1958, almost all prefectural and municipal boards of education established their own regulations on equipment, teacher organization, curricula, teaching materials, etc.

From December, 1957, kindergarten, elementary, lower secondary, upper secondary and special schools have an assistant head teacher to assist the principal in the administration of the school.

Teachers' efficiency rating, which is deemed necessary for fair personnel administration, was conducted in several prefectures in the school year 1957-1958. In December, 1957, a tentative draft of the rating system was completed by the council of superintendents of prefectural boards of education, on the basis of which a large majority of prefectures will adopt the rating system in April, 1958.

#### Inspection

The fixed number of Ministry inspectors for elementary and secondary education was increased in the school year 1956-1957, and will be increased in the school year 1958-1959. This measure should provide for better guidance and advice in elementary and secondary schools, whose curricula will be greatly revised. Furthermore, the number of teachers' consultants on boards of education also increased greatly. According to a survey of 1st June, 1957, the number of teachers' consultants in prefectural boards of education was 974, which indicated an increase of 307 over the preceding year. The number of teachers' consultants in municipal boards of education was 768, an increase of 40 over the preceding year. The number of full-time consultants increased remarkably, especially in the case of municipal boards of education.

#### Principals' Conference

The Ministry of Education held a national conference of principals, attended by principals of elementary and secondary schools and officials of boards of education. At the conference problems of curriculum revision and the reorganization of the educational administration system were studied and discussed.

#### Finance

The total amount expended for education by the national government and by local public bodies during the fiscal year 1956-1957 amounted to 393,194 million yen, an increase of 5.9% over the preceding year. The situation of local educational finance, which had suffered from diminished local resources, has improved since 1955-1956.

Total expenditure for education, expressed in millions of yen, during 1956-1957 are as follows:

	National Expenditure	Local Expenditure	Net Total
Elementary schools (compulsory) . .	52,816	167,942	167,942
Lower secondary schools (compulsory)	33,447	150,089	150,089
Upper secondary schools . . . . .	36,015	5,006	41,021
Special schools . . . . .	972	3,169	3,169
Social education . . . . .	446	7,991	8,250
Educational administration and miscellaneous . . . . .	9,259	13,663	22,723
Total . . . . .	132,955	347,860	393,194



National expenditure for educational administration and miscellaneous contains the general expenditure of the Ministry, subsidies for scientific research and for private schools. Local expenditure for the same item is expenditure for local educational administration. The net total is the total amount of national expenditure and local expenditure, from which the amount of national expenditure expended through local public bodies is deducted.

The budget of the Ministry of Education for the fiscal year 1957-1958 and the percentage increase over the previous year is shown in the following table (expressed in millions of yen):

	Budget Amount	Increase %
Shares and subsidies for local educational expenditure:		
Salaries of teachers . . . . .	83,419	10.29
Expenditure for facilities . . . . .	6,289	1.52
Expenditure for equipment . . . . .	2,380	
Miscellaneous. . . . .	593	
Total . . . . .	92,681	9.34
Expenditure for national schools . . . . .	39,917	11.94
Expenditure for scientific research . . . . .	2,494	1.59
Expenditure for scholarship and student aid services . . . . .	4,297	0.61
Subsidies for private schools. . . . .	909	6.94
General Ministry expenditure . . . . .	4,160	63.52
Total . . . . .	144,458	10.67

**School Building** A survey as of May, 1957, showed that the total floor area of national, local and private school buildings increased by 3.5% over that of the preceding year.

Of the total school buildings, 90% are made of wood, so the annual incidence of destruction or serious damage by natural calamities or fire is very high. The construction of reinforced concrete buildings or fire-proof buildings is strongly encouraged. In the school year 1957-1958, the floor area of reinforced concrete school buildings increased by 11.4% over the preceding year.

National subsidies have been offered to eradicate overcrowded classes and double-session teaching. The number of "irregular" classes, however, was 39,000 in elementary schools and 15,000 in lower secondary schools as of May, 1957. These figures comprised 13% of the total number of classrooms at each school level.

## ORGANIZATION

**Quantitative Development** The following table shows the number of schools, teachers and pupils in 1957 compared with the preceding year:

	Schools		Teachers		Pupils	
	1st May 1957	+ -%	1st May 1957	+ -%	1st May 1957	+ -%
Kindergartens . . .	6,620	+ 7.8	32,532	+ 5.6	663,253	+ 1.8
Elementary schools . . .	26,988	0.1	353,408	1.9	12,956,285	+ 2.7
Lower secondary schools .	13,622	0.7	205,431	2.4	5,718,183	4.1
Upper secondary schools .	6,073	0.2	138,246	3.7	2,881,750	+ 6.7
full-time . . . . .	(3,428)	(+ 1.4)	(107,937)	(+ 5.1)	(2,315,090)	(+ 8.8)
part-time . . . . .	(3,045)	(- 1.8)	(30,249)	(- 1.2)	(536,650)	(- 1.7)
Special schools . . . . .	196	+ 5.4	5,623	+ 6.2	31,609	+ 6.9
Colleges & universities . .	231	+ 1.3	55,345	+ 1.1	568,969	+ 4.0
Junior colleges . . . . .	269	+ 0.4	13,039	+ 4.4	73,187	- 5.2
Total . . . . .	53,499	+ 0.7	785,240	+ 1.1	22,251,080	+ 1.8

The number of pupils increased over the previous year at each school level, except for lower secondary schools, which may be attributed to the fall in the birth-rate during the war period.

According to the Ministry's survey on the number of pupils in the future, pupils in elementary schools will continue to increase until the school year 1958-1959, and after that decline; in lower secondary schools there will be a decrease until the school year 1959-1960, and after that a large increase.

The number of elementary schools increased slightly over the preceding year. The number of lower secondary schools, however, decreased from the preceding year, because of the integration of small-sized schools brought about by the reorganization of municipalities.

The number of teachers also increased by 1.6% at each school level except the lower secondary schools.

In full-time upper secondary schools, the number of schools, teachers and pupils showed an increase, and in part-time upper secondary schools they decreased. This is partly because the number of applicants for full-time upper secondary schools is more than for part-time schools, and partly because some small-sized part-time upper secondary schools were abolished with the tightening of local finance. When full-time and part-time schools are considered collectively, the number of pupils increased by 6.7% and that of teachers by 3.7%.

Intermediate vocational education is given in the vocational classes of upper secondary schools. The number of pupils was 1,177,351.

Compared with the school year 1956-1957, the number of students increased in universities and decreased in junior colleges.

Training of teachers for compulsory schools is conducted mainly in teacher training departments of universities. The number of students in teacher training departments was 57,838.

The number of students in scientific and technological departments was 16.3% of the total in universities, and 10.1% in junior colleges. As a measure for the promotion of scientific and technological education, the Ministry of Education is planning to increase the fixed number of students in scientific and engineering departments by 8,000 by the school year 1960-1961.

The number of universities increased by 3 and junior colleges by 1.

**New University  
Departments**

Six new departments, which included, as an experiment, the departments of sanitary engineering and fermentation production, were established in the faculties of engineering, agriculture and medicine in the six national universities. Four chairs of atomic research were founded in four universities and four special courses in nuclear science and nuclear engineering were established in four graduate schools.

The institute of solid physics attached to Tokyo University was established. The institute is available for the joint use of universities.

**CURRICULA, SYLLABUSES, METHODS****Towards Curriculum  
Reform**

In March, 1958, the curriculum council submitted to the Minister of Education a report on the revision of curricula in elementary and lower secondary schools. The matter had been under deliberation since March, 1956. On the basis of this report, hours for moral education are to be introduced in elementary and lower secondary schools in the school year 1958-1959. Instruction in other subjects, based on the revised course of study, is expected to be instituted in the school year 1961-1962 for elementary schools and 1962-1963 for lower secondary schools.

In the report of the council, moral education, basic scholastic achievement and the promotion of scientific and technical education were emphasized. In the curriculum for lower secondary schools, the stress was laid upon vocational or home-making education, according to the need of pupils.

**Examination**

The Ministry of Education conducted a nationwide achievement test of elementary, lower and upper secondary school pupils in Japanese language and mathematics in 1956-1957 and in social studies and science in 1957-1958. One of the purposes of this test was to provide basic data for the revision of curricula.

**Moral Education**

The Ministry of Education issued a circular on moral education in elementary and lower secondary schools. The purpose of moral education in elementary schools is stated as follows, and that for lower secondary schools is almost identical: (1) to make pupils understand and acquire the basic attitudes or behaviours fundamental to daily life; (2) to cultivate pupils' judgment of right and wrong by heightening their moral consciousness; (3) to encourage the development of pupils' individuality and help them establish creative attitudes towards life; (4) to develop the morality necessary for people in a democratic society.

Moral education is conducted in the following way: (1) the former principle that moral education is conducted through all educational activities in schools is not changed, but thoroughgoing moral education is expected in the newly established school hour; (2) a regular classroom teacher is to be in charge of moral education; (3) the method of evaluation which is used for other subjects is not to be applied to moral education.

**Other Curriculum Changes** The following are the major points proposed by the curriculum council for the revision of other curricula: (1) School hours spent on Japanese language and arithmetic should be increased, especially in elementary schools; (2) To promote scientific and technological education, improvement of such subjects as mathematics and science is particularly necessary in lower secondary schools; school hours for these subjects should be increased and subject area in technology introduced; (3) To fit the future careers and individuality of pupils, the allocation of school hours for optional subjects should be changed in the third grade of lower secondary schools.

In addition, the council also recommend a greater coordination of courses of study between the elementary and lower secondary levels, the reexamination of the contents of each subject to avoid overlap, and the establishment of a national minimum standard of curriculum content and school hours per year for each subject.

### TEACHING STAFF

**Training** Teachers' certificates are issued to anyone who acquires college or university credits in the subjects required for certification. Teachers of compulsory schools are principally trained in the teacher training departments of national universities.

Employment in the teaching profession has been difficult for the graduates of teacher training departments in recent years. Further, the improvement of the quality of teaching staffs is required to raise the standard of education. Consequently, in June, 1957, the Ministry of Education consulted the Central Council for Education which discussed the following points: (1) the revision of conditions for the award of teachers' certificates in order to raise the quality of teachers; (2) the introduction of national and regional plans for training compulsory school teachers, in order to maintain the balance between supply and demand.

In June, 1957, the Council for Science Education submitted to the Minister of Education a report on the improvement of the training system for teachers of science. The major points of the report are as follows: (1) Those who wish to be teachers of science in elementary or lower secondary schools should not become over-specialized in their study of the subjects required for certification; (2) Experimentation should be emphasized both in elementary and lower secondary schools; (3) Certificates for the teaching of science in upper secondary schools should be issued for each subject (e.g. physics, chemistry, biology, geology, etc.). Under the present system the certificate applies to any subject in the area of science education.

**Salaries** The law on compensation of employees in regular governmental service was revised and came into force on 1st April, 1957. Under this law the regulations on compensation of prefectural and municipal teachers were revised. The system of classification (principal, teacher, assistant teacher, etc.) was adopted in the salary scale and the basic salary was raised.

Beginning with the school year 1957-1958, a vocational education allowance is to be paid to public upper secondary school teachers in charge of vocational education (agriculture, fishery, etc.).



## AUXILIARY SERVICES

**Pupils' Health**

In July, 1957, the Council of Health and Physical Education submitted to the Minister of Education a report on measures for the advancement of health administration in schools. The report reveals that there are great differences in health administration among schools and, generally, the standard is very low. In this report, the Council requests legal and financial measures on health administration in schools.

In 1957-1958, the Ministry of Education conducted for the first time a survey to obtain concrete data about the basic physical strength and athletic capacities of pupils.

**School Lunch Service**

As of 30th September, 1957, the total number of elementary and lower secondary schools operating school lunch programmes was 11,002, an increase of 10% over the previous year. Classified by school level, 37% of elementary schools and 8% of lower secondary schools operated school lunch programmes. The total number of pupils benefiting from the school lunch service was 7,990,559, an increase of 7% over the previous year.

Subsidies to the school lunch expenses of needy families, but not so destitute as to qualify as indigent under the law, were extended from elementary school level to lower secondary schools in the school year 1957-1958.

The law on school meals in evening courses of part-time upper secondary schools, which is of benefit to young workers, and the law on school meals in pre-primary and upper secondary special schools for handicapped children other than the blind and deaf were also enacted.

**Free Distribution of Textbooks**

A measure to supply textbooks free of charge to elementary school pupils whose parents have financial difficulties and do not come under the provisions of the law was put into effect in the school year 1956-1957. In the school year 1957-1958, the application of this law was extended to pupils of lower secondary schools. Formerly, the total expenses for that purpose had been paid by the national government. From 1957-1958, four-fifths of the expenses are to be borne by the national government and one-fifth by local public bodies. The total number of elementary school pupils who received free textbooks under this law was 250,000, an increase of 40,000 over the previous year; in lower secondary schools the number was 110,000.

**Special Education**

In the school year 1956-1957, the compulsory education system for blind and deaf children was finally completed. However, the compulsory attendance of other handicapped children such as the feeble-minded, crippled and infirm has not yet been enforced. In the school year 1957, some measures were taken to encourage the school attendance of these children, aiming at full enforcement of compulsory attendance.

The law on special measures for the promotion of education in special schools for handicapped children provides that part of the cost of constructing or equipping these schools and of their teachers' salaries is to be

borne by the national government. Under this law, nine schools were built in 1957-1958.

To promote the establishment of special classes for such children as feeble-minded, crippled or infirm in ordinary elementary and lower secondary schools, a national subsidy for the expenses of teaching materials was added to the national subsidy for establishment of these classes.

#### **Scholarships**

In 1957-1958 the Japan Scholarship Society loaned 4,506,310,000 yen (+2%) to 219,497 (+1.4%) students in upper secondary schools, universities and graduate schools. In 1956-1957 an experimental system was adopted aiming at giving a chance to the gifted pupil who finds it difficult to enter the upper secondary school for economic reasons. In March, 1957, 1,020 pupils advanced to the upper secondary school under this system.

#### **International Cultural Exchange**

In 1957-1958, the total number of foreign students invited to study in Japan under Japanese government scholarships was 50; 37 (twice as many as the previous year) came from countries in South-East Asia and the Near or Middle East, and 13 from other countries.

Foreign Students' House, which has accommodation for 100 students, was completed in the school year 1957-1958.

# KOREA (Republic of)

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

ADMINISTRATION — Finance — School Building — ORGANIZATION — Quantitative Development — New Courses — CURRICULA, SYLLABUSES, METHODS — Textbooks — TEACHING STAFF — Training — Conditions of Service — AUXILIARY SERVICES — School Hygiene — School Meal Service — School Psychology Service — Special Education — Adult Education

### ADMINISTRATION

**Finance** In the past, private contributions were solicited in order to off-set the deficit that resulted from an inadequate government budget. The contributions were solicited primarily from the parents of school age children although the education law provided for free and compulsory education. The government is in the process of preparing a bill that will enable the administration to levy equitable education taxes. This will greatly lessen the parents' financial burden, particularly those in rural communities, since the burden of children's education will be borne by all of the people. While awaiting the enactment of the aforementioned revisions, the government has banned all financial impositions on the parents.

In 1958 the budget of the Ministry of Education totalled 39,058,093 hwans (6,226,801 hwans more than the previous year, i.e. an increase of 19%).

**School Building** In order to provide equal educational opportunities for all children, 83 branch schools have been constructed for the children living on the islands.

The Ministry is enforcing a provision which prohibits more than the set number of 60 children per classroom. The Ministry has abolished those vocational institutions which were considered inadequate and unable to meet the required educational standard, while encouraging those institutions deemed capable of meeting the set requirements.

The number of classrooms built in 1956 and 1957 was as follows :

	1956	1957	± %
Primary schools . . . . .	2,958	2,881	— 2.6 %
Secondary schools . . . . .	535	723	+35 %

The number of classrooms still lacking at the end of 1957 for primary and secondary schools was 28,324 and 3,492 respectively. Although the rate of construction of school buildings is high, it still cannot meet the

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. YONK SHIK KIM, Delegate of the government of the Republic of Korea.

need created by increasing enrolment and by the regulations regarding the set number of pupils per classroom.

### ORGANIZATION

**Quantitative Development** The following statistics show the number of schools and of pupils for 1957 and 1958:

Type of School	Schools			Pupils		
	1956	1957	+ %	1956	1957	+ %
Kindergartens . . . . .	153	227	+ 48%	8,152	11,947	+ 41%
Primary schools . . . . .	4,919	4,922	+ 0.06%	3,590,504	3,794,325	+ 5%
Middle schools . . . . .	999	1,042	+ 4%	458,905	443,965	- 4%
Secondary schools . . . . .	339	341	+ 0.6%	153,680	158,184	+ 3%
Secondary vocational schools . . . . .	263	274	+ 4%	118,881	117,028	- 1%
Teacher training schools . . . . .	18	18	—	13,413	12,758	- 6%
Teacher training colleges . . . . .	8	8	—	8,725	8,652	- 1%
Attached schools . . . . .	39	40	+ 2.5%	27,789	28,520	+ 2%
Colleges and universities . . . . .	47	56	+ 19%	75,430	88,431	+ 17%
Trade schools . . . . .	66	61	- 4%	9,130	4,401	- 52%
Higher trade schools . . . . .	62	56	- 10%	7,533	7,303	- 3%
Citizen schools . . . . .	2,844	2,439	- 15%	211,578	184,721	- 11%
Higher citizen schools . . . . .	384	422	+ 9%	45,372	44,998	- 1%

**New Courses** The following have been newly created: the department of atomic energy engineering in Han-yang engineering college, and the departments of atomic energy and of military engineering in Inha engineering college.

Bachelor, master and doctoral degrees in theology have been newly provided. Thus a total of 17 kinds of bachelor and master degrees, and 11 kinds of doctoral degrees has now been provided by the education law.

### CURRICULA, SYLLABUSES, METHODS

**Methods** Though there have been no essential changes in the methods of education, methods of observation, experiment and survey have been particularly emphasized.

**Textbooks** A new textbook on ethics has been nationally written and adopted. In the past it was written by individual authors.

### TEACHING STAFF

**Training** Training courses attached to teacher training schools for the short period training of secondary school leavers have been abolished.

There has been no modification in the system of pre-service and in-service education of teachers. Re-education programmes took place mostly during the summer and winter vacations. The number of teachers re-trained during the past year was as follows:



	Principals	Vice-Principals	Teachers	Total
Primary school . . . . .	165	178	4,960	5,303
Middle school . . . . .	64	96	775	935
High school . . . . .	60	46	726	832
Total . . . . .	289	320	6,461	7,070

**Conditions of Service** Health payment has been made to primary school teachers at a rate of 6,000 hwans a month. In 1957, 56,705 teachers benefited, and in 1958, 59,593 teachers. The total amount spent on this was therefore 4,009,500,000 hwans in 1957, and 4,238,712,000 hwans in 1958.

In 1958, research and study payment was made to 1,398 primary teachers in the restored area north of the 38th parallel, to an extent of 47,367,000 hwans.

The military service law has been amended to the effect that teachers in primary and secondary schools may serve 6 or 12 months less than the required 3 years.

A teachers' cooperative has been initiated by the Korean Federation of Educational Associations, with the purpose of ensuring payment for resignation, injury while in public service, resignation due to illness, bereavement, birth and accidents.

A committee on the protection of the teaching profession has also been organized by the Federation with the purpose of protecting the social, political and economic rights of teachers.

#### AUXILIARY SERVICES

**School Hygiene** One of the three basic aims of the Ministry of Education is to promote health among children and students. Activities carried on with this purpose in mind are as follows: A great effort has been made by the administration to enforce the maximum amount of physical education to be practised at various levels. Detailed courses of study for health education have been edited for schools. In-service education programmes have been conducted for physical education teachers during the summer and winter vacations, reaching 310 teachers in physical education and 90 teachers in eurhythmics and dancing. A regulation requiring standard equipment for physical education and school hygiene at the various levels has been issued, with a two-year plan to fulfil the requirements. Although a comprehensive examination of parasites and tuberculosis is frequently carried out, this does not always reach the children in some remote rural areas, owing to the shortage of facilities.

**School Meal Service** As in previous years, Unicef donated 30 million pounds of powdered milk, with which 1,134,000 children have been fed. Facilities for school meal services have been installed in primary schools.

**School Psychology Services** Various tests have been developed for the assessment of students' assets and liabilities. The central educational research institute and the college of education of Seoul National University have been responsible for test construction and for other related surveys.

A committee on moral education has been organized by the Ministry with the purpose of carrying out basic research related to pupils' moral life, and of recommending policies to the educational bodies, schools and other social agencies.

**Special Education**

One national, one public and one private school for the blind and the deaf are in operation with government subsidies. The number of schools and pupils were : in 1957, 3 schools with 1,038 pupils; and in 1958, 3 schools with 1,047 pupils. Each school provides education for both the blind and the deaf.

**Adult Education**

Adult education has been carried out mainly in rural areas with emphasis on learning a democratic way of living and on the scientific knowledge necessary in daily life. The number of people attending was 3,646 men and 3,350 women.

Special films and lectures have been given among the rural communities.

# LAOS

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

*Administration — Visiting Experts — Finance — School Building — Quantitative Development — Teaching of French — Admission to Secondary Schools — Technical Education — Teachers' Allowances — Scholarships*

### **Administration**

The two provinces in the north of the country, which had been removed from the government's jurisdiction as a result of the war, have now been recovered. In March, 1958, the Ministry of Education re-established the two provincial primary inspectorates of Phong Saly and Sam Neua, and immediately opened some schools, although with very limited resources in staff, premises and equipment.

Franco-Laotian cultural relations were laid down in the new convention of 13th April, 1957, which regulates conditions of collaboration between the two countries. Laos undertakes to maintain or provide French divisions at all levels of instruction, while France will, at the request of the royal government, furnish the necessary teaching staff.

Primary and secondary teachers seconded to Laos were formerly divided into those attached to the Cultural Mission, who came directly under the Embassy, and those placed at the disposal of the Ministry of Education of Laos. These two categories used to have different salary scales, but now they all come under the same statute.

Since the beginning of the school year in September, 1957, all teaching staff come under the jurisdiction of a French inspector, who is seconded to the Laotian Ministry as director of secondary and higher education.

A re-arrangement of Ministries has led to the transfer of the youth and sports division from the Ministry of Education to the National Defence Department.

### **Visiting Experts**

A first Unesco mission had already studied a plan for the reorganization of the educational system. Its work was carried out in full collaboration with the country's educational services and received the entire approval of the Ministry of Education which adopted its conclusions as the basis of all the official plans.

Other experts followed, to work out new curricula, draw up textbooks, etc. Two are already at work (primary education and teacher training since May, 1958, and basic education since January, 1958) and give valuable assistance to the Ministry's servants. A mission chief has been working since May, 1957, to facilitate the organization of the joint work.

### **Finance**

The budget continues to increase and has risen from 89,277,875 kips in 1954 to 92,966,085 in 1955, 134,253,220 in 1956

<sup>1</sup> From the report submitted to the XX1st International Conference on Public Education by Mr. P. LEBETTE, Delegate of the government of Laos.

and 142,456,110 in 1957 (1 USA dollar = 35 kips). The increase of the 1957 budget over the 1956 budget is therefore 5.75%.

The Laotian financial year runs from 1st July to 30th June of the following year. The proportion of the total budget allocated to education is 12.4% (11.4% in 1956).

The figures given do not include grants for the upkeep and equipment of school buildings, which are the responsibility of the Ministry of Public Works or the town planning department.

The 1957 budget also allocates grants for certain work such as roads, school buildings, teachers' accommodation, etc., but unfortunately the expenditure could not be covered by the corresponding income and consequently the Ministry of Education could not implement its plans.

American aid covered the salaries of 183 teachers in rural education centres. It also provided school equipment (stationery), office equipment (typewriters and duplicators), transport (jeeps), scholarships and books printed in Laotian. It also financed work on building the national teacher training centre, where later on all Laotian teaching staff at all levels will be trained and will receive in-service training.

French aid contributed to the provision of books and teaching material both classical and technical. It completely covers the salaries of the French staff serving in Laos, and their travelling expenses for returning to France during the summer vacation. It has permitted the building of the new lycée at Vientiane, which was originally intended as a French school but was handed over to the royal government on completion, under the cultural convention. Primary classes have been running there since October, 1957; secondary classes will be opened at the beginning of the next school year and boarding accommodation will come into use a few months later.

Aid furnished under the Colombo plan has been used in particular for providing tools and machinery for technical education. It has also paid for the seconding of a teacher of English.

Aid from Thailand has been used to build schools. Thailand has also donated books.

The three experts at present working on curricula are financed by Unesco.

Scholarships for students or government officials on observation courses have been generously offered by several countries or international organizations, such as Australia, Canada, France, Italy, Japan, the United States and Unesco.

**School Building** This year, existing buildings have once again had to be used to the best advantage, as financial opportunities for carrying out new plans have been almost nil. A few private schools have been built, and private initiative has permitted the construction of a few classrooms, but this is very little in comparison with existing needs.

**Quantitative Development** The number of establishments in public education was as follows : 230 pagoda schools, 771 primary schools, 88 primary school units, 149 rural education centres, 5 nursery schools, 1 lycée, 5 secondary schools, 1 teacher training school, 2 apprenticeship centres,



1 school of law and administration and 1 school of medicine, making a total of 1,254.

The following table shows numbers of pupils in public and private establishments on 15th May, 1958 :

*Public schools*

Primary education . . . . .	53,846	20,010	74,856
Secondary education . . . . .	1,562	425	1,987
Technical education . . . . .	166	4	170
Total . . . . .	55,574	20,439	77,013

*Private schools*

Laotian school . . . . .	20	7	27
French Catholic schools . . . . .	783	583	1,258
Chinese schools . . . . .	1,950	1,308	3,258
Vietnamese schools . . . . .	173	132	305
Total . . . . .	2,926	2,030	4,911
Grand total . . . . .	58,500	22,469	81,924

In 1956-1957, the total numbers were 72,884 pupils. There is therefore a decrease of 9,040 pupils, or 12.3%.

The proportion of girls is continuously increasing : 25% in 1955-1956, 27% in 1956-1957, and 28.6% in 1957-1958.

Numbers of teachers show the following progression : 2,098 in 1955-1956, 2,133 in 1956-1957, and 2,512 in 1957-1958.

The number of French teachers was 101 in 1956-1957 and 114 in 1957-1958.

**Teaching of French**

In accordance with the recommendations of the Unesco mission, the teaching of French has been discontinued in the first three primary school years. An inquiry will be undertaken among teachers and the general public to find out opinions on the results obtained.

**Admission to Secondary Schools**

Pupils leaving the primary school take a competitive entrance examination to the secondary school. As an exception, from the June, 1958, session onwards, pupils who have attended French primary classes where French syllabuses are used (at present this means only one school, attached to the Vientiane lycée) will be admitted under the French regulations, i.e. they will be admitted according to their average mark for the year without an examination, and that, whatever their nationality.

In October, 1957, at the beginning of the school year, 587 pupils leaving primary schools were admitted to secondary establishments. The number of those admitted was 20% of the number of candidates (28% last year).

**Technical Education**

It was stated in last year's report that as the trial secondary technical class had not met with the success hoped for, another solution would probably be sought. The experiment did, in

fact, prove conclusively that the young people entering the first secondary technical year aimed at rejoining the general secondary stream immediately by this path.

Consequently, the inspectorate for technical education was abolished, and in October, 1957, the two existing technical schools were attached to the nearest secondary school, and their classes considered as a division of these establishments. The precise aim is to train qualified workers in a two-year post-primary course. A readapted syllabus is being tried out, consisting mainly of practical technical subjects with general education reduced to the indispensable. The results seem satisfactory. The need for apprenticeship classes is becoming more evident. Candidates for the entrance examination at the end of the year are coming forward from the provinces. The system will therefore be continued in the two existing centres, and will probably be extended to other establishments.

This in no way excludes the possibility of extending or supplementing technical training in the mechanical and electrical fields, etc. The Ministry's plan is to establish in each secondary school the technical divisions it considers useful, such as public works, trade, etc. Prudence is essential, however, for a typically national form of education, well adapted to the needs and possibilities of the country, can be evolved only slowly and by stages.

**Teachers' Allowances** Young people are not very tempted by the advantages of the teaching profession, neither as regards posts in primary schools, nor those at secondary level which would permit the replacement of the French staff. By the royal decree of 2nd December, 1957, the government tried to boost the profession by introducing a teaching allowance which may be added to the other indemnities made to in the various national categories. The monthly rate of these allowances is as follows: 1,500 kips for graduate teachers and primary inspectors, 1,200 kips for senior primary teachers and assistant inspectors, 800 kips for primary teachers and 600 kips for auxiliary primary teachers.

**Scholarships** Scholarships offered by the government for students wishing to study abroad were awarded to 171 candidates, of whom 16 were women. The countries concerned were as follows: France (98), Thailand (32), Cambodia (27), India (6), United States (4), Vietnam (3) and Burma (1).

A certain number of scholarships for study or further training were also offered by Australia, France, the United States, the Colombo Plan, etc.

# LEBANON

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

ADMINISTRATION — Inspection — New Departments — Prizes and Rewards — Work in Educational Psychology — Transfer — Finance — School Building — ORGANIZATION — Quantitative Development — Free Schooling — Teaching of Foreign Languages — CURRICULA, SYLLABUSES, METHODS — Towards Large-Scale Curriculum Reform — Pilot School — TEACHING STAFF — Further Training — AUXILIARY SERVICES — School Hygiene — Physical Education — Scouting — School Exhibitions — Missions Abroad.

### ADMINISTRATION

**Inspection** The reform of primary school inspection which requires inspectors to be attached to their districts in order to watch over school work will come into effect at the beginning of the next school year. For this purpose, a projected reorganization of inspection requires a serious inspection of schools and awards inspectors remuneration in accordance with the dignity of their task.

**New Departments** In secondary education two administrative sections have been created for a better organization of work, one for public schools and another for private schools.

**Prizes and Rewards** In order to stimulate school performance, prizes are given to the five best essays in the *brevet* and baccalaureate examinations.

**Work in Educational Psychology** In cooperation with the Educational Psychology Research Centre, the secondary education department has created a technical section which deals with problems of educational psychology set by secondary education. This section began its work this year by testing pupils in order to select for secondary studies. In addition, the department plans for next year the appointment of school psychologists in secondary schools, in order to organize them in a modern way.

**Transfer** An agreement has been reached by which the French faculty of law becomes part of the Lebanese University (decree No. 1855 of 12th February, 1958).

**Finance** The budget of the Ministry Education and Fine Art for 1958 totals 27,484,747 Lebanese pounds, distributed as follows:

<sup>1</sup> From the report sent by the Ministry of National Education and Fine Art.

Central administration . . . . .	2,271,400
Lebanese University . . . . .	547,516
Primary education and continuation courses	18,656,008
Technical education . . . . .	1,488,223
Secondary education . . . . .	1,572,650
Teacher training . . . . .	522,420
Sports and scouting . . . . .	546,718
Department of Antiquities . . . . .	1,331,292
National Conservatory of Music . . . . .	382,620
National Library . . . . .	165,900

It should be noted that the total amount of expenses assigned to education proper is 81.02% of the total education budget. It shows an increase of 5,153,748 pounds over that of the preceding year (+23.07%).

Compared with the general budget of the State which amounts to 193 million Lebanese pounds, the budget of the Ministry of Education represents 14.25% of the whole.

**School Building** The plans of last year are being put into execution, although the Independent School Building Fund has no large resources at its command.

In 1957 the budget of the Fund totalled 1,400,000 Lebanese pounds, comprising 558,000 granted by the State, 642,000 from examination and registration fees and 200,000 balance carried forward.

This year the budget totals 1,700,000 Lebanese pounds distributed as follows: 558,000 granted by the State, 525,000 from examination and registration fees and 617,000 balance carried forward.

This budget is very small compared with the country's need for school buildings. Therefore available resources are used to build schools in rural regions, because these very poor regions have no school buildings deserving of the name and a primary school does not cost very much there. A school building in Beirut would consume half the budget without settling the problem even partially. The problem requires a special financial policy which is at present under investigation.

## ORGANIZATION

**Quantitative Development** During the two last years the number of schools, teachers and pupils has been increasing, as shown in the following statistics:

	1956-1957			1957-1958		
	Schools	Teachers	Pupils	Schools	Teachers	Pupils
<i>State schools</i>						
Primary . . . . .	1,080	3,650	97,500	1,092	3,900	100,200
Higher primary and secondary . . . . .	71		6,500	83		7,000
<i>Private schools</i>						
Primary . . . . .	918	5,550	125,500	950	5,600	128,300
Higher primary and secondary . . . . .	120		24,000	135		25,000



One may note an increase of 2% in the number of state schools. For private schools, this increase is 4.5%. This is due to the fact that a new law subsidizes every free primary private school at the rate of 25 Lebanese pounds per pupil.

As regards the teaching staff an increase of 6.8% in public education and of 1% in private education is to be noted. This increase is due to the increased number of pupils and consequently to the necessity of having new teachers for them.

There is an increase of 2.76% in the number of pupils due to the fact that the number of school age children increases and that Lebanese parents are very keen on sending their children to school, although primary education is still neither compulsory nor entirely free.

**Free Schooling** No change has been effected concerning the length of schooling. The problem of free compulsory primary education is at present being carefully examined by the competent departments of the Ministry.

**Teaching of Foreign Languages** In higher education, public courses on foreign languages were organized during the present year. These courses included French, English, Spanish, Italian, German and Persian. Public evening courses in Arabic for foreigners were also organized during this year. These courses are very well attended and are given by specialists in bilingual instruction.

### CURRICULA, SYLLABUSES, METHODS

**Towards Large-Scale Curriculum Reform** No changes have been made in the curriculum drawn up in 1946, but it seems that under the pressure of educational, social and economic requirements the idea of a general reform of the present curricula and state diplomas becomes more and more urgent. That is why the Ministry of National Education did not adopt any partial measures on this subject, being convinced that they would be of little use.

**Pilot School** At the beginning of the next school year it is planned to open a pilot school in Beirut, where new educational methods will be tried out by teachers trained in France and Belgium. This school will be a real educational laboratory for trying new methods, textbooks and syllabuses, so that any future reform may be proved by experiment and not only prescribed by speculative pedagogy.

### TEACHING STAFF

**Further Training** All teacher training methods are now under consideration.

Concerning in-service training, a large-scale programme will be put into practice at the beginning of next school year. It aims at : (a) creating regional centres for accelerated teacher training, where groups of 20-30 teachers will be sent for at least two months; (b) forming a group of trained teachers who will undertake teacher training and supervision in schools; (c) organizing in the pilot school practical lectures on education.

The working conditions of teaching staff underwent no change during this year.

### AUXILIARY SERVICES

#### **School Hygiene**

Up to this year, the Ministry of Hygiene and Public Health dealt with school health, but recently the Ministry of Education appointed doctors especially for school hygiene, and then created a department of school hygiene, which includes five physicians and five nurses. Their role is : (a) to create school hygiene committees in every school in order to arouse interest in school health problems; the gymnastics teacher will be a member of this committee; (b) to vaccinate pupils; (c) to make medical examinations (eyes, lungs, dermatology, etc.); (d) to study plans for improving pupils' health and school hygiene in general.

#### **Physical Education**

A section for sports activities has been set up this year to train gymnastics teachers and organize interschool competitions.

In the school of gymnastics, one year of specialization has been added to the normal course for teachers of gymnastics. Besides this, the school organizes every summer a centre for training teachers still on probation.

The department of sports has organized interschool competitions and championships in which public and private schools participated. These activities arouse increasing interest.

#### **Scouting**

Training camps were set up near the capital with a view to training scout masters. Holiday camps are also set up every year to train women teachers as guide captains.

#### **School Exhibitions**

Beside general exhibitions, the Ministry prepares regional school exhibitions. This year, for instance, Aley will exhibit the school work of the surrounding area. These exhibitions will be extended to all the schools of the country.

#### **Missions Abroad**

A number of Arab countries having the same educational problems as the Lebanon ask for schoolmasters to be sent, for the Lebanese schoolmaster is well trained and takes a great interest in education. Therefore 50 schoolmasters were sent abroad this year, and more will be sent in the future if possible.

# LIBERIA

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

*Budget — School Building — Supervision — Quantitative Development — Fundamental Education — Audio-Visual Education — Extension Classes for Teachers — Curricula — Awards — Teachers' Journal — Physical Education and Hygiene — Vocational and Technical Education — Scholarships*

**Budget** Educational expenditure rose from 1,672,997 dollars in 1955-1956 to 2.5 million dollars in 1958, an increase of 49%.

**School Building** A major project was the maintenance of school buildings. The University of Liberia has a new science building containing a well equipped laboratory for natural science, mathematics and pre-engineering courses.

**Supervision** Five supervising teachers were assigned to the kindergarten, elementary and secondary schools. This number will be increased in the future. Two directors of education have been assigned for elementary and secondary education respectively.

**Quantitative Development** The following statistics show the number of schools, teachers and pupils:

	1956	1957	Increase
Schools . . . . .	562	620	58 (10.3 %)
Teachers . . . . .	1,662	1,812	150 (9 %)
Pupils . . . . .	49,772	53,760	3,988 (8 %)

In 1957 there were 157 mission schools, 392 government schools and 71 other types of school.

**Fundamental Education** The Department of Public Instruction has organized a workers' group to help organize literacy projects throughout the country.

This involves teaching villagers improved methods of farming by demonstrations and helping them to take advantage of advice and aid offered by the Department of Agriculture and Commerce, encouraging them to organize for the improvement of communication and marketing facilities, the revival and encouragement of local arts and crafts, the profitable use of leisure time, introduction of health programmes to minimize disease, the construction of better ventilated houses, home craft and child care.

Where there are children without school facilities, rural workers have initiated educational programmes with the collaboration of villagers, who build their own schools.

<sup>1</sup> From the report submitted to the XXIst International Conference on Public Education by Mr. Daniel A. A. ELLIOTT, Delegate of the government of Liberia.

**Audio-Visual Education** Schools using films continue to increase, and visual aids are being used as a demonstration unit.

**Extension Classes for Teachers** The Secretary of Public Instruction has initiated extension classes for in-service teachers. Emphasis in teacher education for in-service teachers has gone from an academic preparation for elementary and secondary school teaching to a combination of both academic and professional courses. Professional courses include an introduction to psychology, education, child study and general methods.

Training centres for elementary school teachers will take two grades of candidates, grade B and grade C. The grade C certificate qualifies to teach from classes I to IV, while the grade B certificate qualifies to teach from classes VI to VIII of the elementary schools.

**Curricula** The Secretary of Public Instruction has appointed a special committee to consider a revision of elementary and secondary school curricula.

Several committees have also been organized to undertake research on a social studies syllabus based on local materials leading up to, and expanding to include, the world at large.

**Awards** The Department of Public Instruction makes an award to the pupil in each grade who obtains the highest combined average in English, mathematics and natural science. The award is made on 29th November each year with the appropriate ceremonies in each school, followed by a special message from the Secretary of Public Instruction. The award consists of a gold plated medallion.

**Teachers' Journal** A teacher's journal scheme is in progress. It will contain educational information and an account of experiments and research in teaching.

**Physical Education and Hygiene** In order to ensure better scientific methods and efficiency in physical education, the Department of Education conducts seminars on physical education and hygiene each year for teachers. The seminars last three weeks.

For admission to schools the Department of Public Instruction requires health certificates from both pupils and teachers.

**Vocational and Technical Education** The Booker Washington Institute offers vocational and technical education in carpentry, bricklaying, car mechanics, radio technology, secretarial work, home arts, agriculture, poultry farming and nutrition. The Klay fundamental education centre provides courses in midwifery and community development welfare.

**Scholarships** The Department of Public Instruction sent 397 scholarship holders abroad to obtain advanced education.

Besides foreign scholarships, the Department of Public Instruction grants local scholarships to students attending the University of Liberia. These help pupils leaving high schools in the various areas of Liberia to pursue higher studies. The results are encouraging, as numbers of students entering college are increasing.



# LUXEMBOURG

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

PRIMARY EDUCATION AND TEACHER TRAINING — Finance — Quantitative Development — Organization — Road Safety — VOCATIONAL EDUCATION — Finance — Quantitative Development — Organization — SECONDARY EDUCATION — Finance — School Building — Quantitative Development — Organization — Syllabuses — Teaching Staff — HIGHER EDUCATION — Examinations — International University Centre

### PRIMARY EDUCATION AND TEACHER TRAINING

**Finance** Allocations for primary education and teacher training were increased by 6.5 million francs in 1958, and amounted to 170,750,000 francs (+3.9%). The increase was for salaries, pupil transport, education in the fourth primary stage (continuation classes), courses for adults, subsidies to communes for the purchase of teaching material, and grants to pupils in teacher training schools.

**Quantitative Development** The number of pupils in compulsory schooling was 28,000, distributed in 1,062 schools with 1,080 teachers.

**Organization** Holders of the secondary school leaving certificate were admitted, by means of a competitive examination, to the final class of primary teacher training schools, in the same way as last year.

Continuation classes continue to be set up. This type of instruction has been favourably received by parents, so that several regional schools were able to function regularly, though attendance is not yet compulsory. Inspectors' reports comment on the good influence this education has on adolescents; instruction is partly through handwork, and pupils of the same age but from different rural multiclass schools are grouped together.

**Road Safety** Three illustrated memoranda on road safety, drawn up by educators for pupils in the different classes of primary schools, are to be distributed in the schools. These pamphlets will be used in class, but the teacher will continue to use concrete examples to draw pupils' attention to the dangers of road traffic and instil into them correct road behaviour.

### VOCATIONAL EDUCATION

**Finance** The vocational education budget has risen from 31 to 36 million francs (+16%). The increased allocations will be used mainly to institute a new apprenticeship system in the field of craftsmanship. This will be mentioned again below.

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. Alphonse AREND, Delegate of the government of Luxembourg.

**Quantitative Development** The number of pupils enrolled in vocational education in 1958 is 3,207, as compared with 2,935 in 1957. The following detailed figures show the proportion of the total taken up by the different professional groups:

Catering trades . . . . .	165	Wood and furniture . . . . .	71
Hotel trades . . . . .	74	Automobile trades . . . . .	164
Clothing and hairdressing . . . . .	348	Work on the land . . . . .	19
Printing and art trades . . . . .	108	Technicians . . . . .	135
Building . . . . .	774	Commerce . . . . .	578
Metal trades . . . . .	718	Railways . . . . .	53
			<b>Total . . . . . 3,207</b>

The following observations were made in 1958: (1) The number of male candidates for the catering, hotel, clothing and hairdressing, wood and painting trades continues to decrease, but is in constant increase in the metal trades, and particularly in car mechanics; it is definitely inadequate in the building trades, where the building programme still continues at the same rate. (2) The number of women candidates is decreasing in needlework and millinery, is satisfactory for hairdressing, and in commerce is far in excess of the needs for saleswomen.

**Organization** On 18th December, 1957, the interministerial commission of vocational training decided, on the proposal of the advisory commission on vocational training for crafts, to introduce a new system of crafts apprenticeship consisting, after the eighth primary school year, of the following: (a) a complete theoretical time-table supplemented by practical work for a whole year; and (b) after this year of full-time schooling, a practical two or three-year apprenticeship with a master craftsman, with, at the same time, attendance at theoretical vocational courses. By the same decision, the new system is to be introduced as far as possible as from the 1958-1959 school year. It is not prescribed for apprentices in heavy and medium industry, but only in light industry trades.

## SECONDARY EDUCATION

**Finance** The secondary education budget contains allocations for a total amount of 80 million francs in 1958, as against 72 million in 1957 (+11%). This increase is due to the rise in the cost of living (salaries and allowances), to the growth of the school population and to the increase in sums destined for grants to pupils (scholarships, subsidies, etc.).

**School Building** Work was continued and partially completed on the extension of the boys' lycées at Luxembourg and Esch-sur-Alzette, which was rendered necessary by the increase in numbers.

The law on the construction of a new classical lycée was passed on 29th July, 1957. Work on the foundations was begun in May, 1958.

**Quantitative Development** The number of teachers (300) has remained the same, but the number of pupils has risen from 4,100 in 1957 to 4,225 in 1958.

**Organization**

A general plan of reform is under discussion. In particular, it covers for secondary education the reduction of the period of schooling from 7 to 6 years, a more varied choice of subjects and more advanced specialization in the final class.

The heads of secondary education establishments have joined to form a head teachers' council, which will deal jointly with all questions concerning education.

**Syllabuses**

The only point of interest here is the application of the new mathematics syllabus for the industrial branch of the modern division.

**Teaching Staff**

There has been an increase in the allowances made to members of the examination boards for the so-called "practical" examination for future secondary teachers. New measures have also been introduced to allow candidates to submit one of their two dissertations on 15th September instead of 1st May.

### HIGHER EDUCATION

**Examinations**

A bill to modify the examinations in medicine is about to be laid before parliament.

**International University  
Centre**

The International Centre of University Studies is to be inaugurated this summer by the opening of the faculty of comparative law.

# MONACO

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

*Budget — School Building — Quantitative Development — New Courses — Curricula, Syllabuses, Methods — Examinations — Further Training of Teachers — Extra-Curricular Activities*

**Budget** The public education budget for 1958 totalled 165 million French francs, to which should be added a sum of about 15 million francs for scholarships abroad.

**School Buildings** The government has continued its scheme for modernizing scientific equipment in the schools of the Principality. New physics and chemistry rooms, with the most modern fittings and equipment, have been set up at the lycée, in new premises specially designed for this purpose according to the most recent techniques.

The government has also ordered work on premises for a new "further training class" for backward children.

**Quantitative Development** The school population is on the increase, especially at secondary level. This increase is evident in nearly all classes, but mostly in the first secondary year, where divisions have had to be duplicated. In primary education, however, the situation is quite stationary.

It may be pointed out that the school population has increased by about 60% in ten years.

**New Courses** As indicated above under "School Building", a "further training class" for backward children will be opened at the beginning of the coming school year. A schoolmistress has been specially trained for this work, and took part this year in the course provided by the French National Centre of Special Education at Beaumont-sur-Oise.

**Curricula, Syllabuses, Methods** There is a notable decline in classical studies. For example, the distribution of pupils between the two branches "classical" and "modern", for the current year, may be estimated as follows: In the first class, only a quarter of the pupils choose a course without Latin; in the second year, the number of "modern" pupils rises to a third; in the next two years this trend becomes more marked and the percentage rises to 35%; in the fifth and sixth years, those who do not take Latin are in the majority, ranging from 62% to 80%, though it should be noted that these two classes also take pupils coming from the *cours complémentaires*; finally, in the top classes, where one normally finds the best students, the number of those who are really interested in classical studies is infinitesimal, as can be

<sup>1</sup> From the report submitted to the XX<sup>th</sup> International Conference on Public Education by Mr. Charles MINAZZOLI, Delegate of the government of the Principality of Monaco.



seen from the optional hour of Latin culture which is provided for them. The pupils seem to be relieved when the syllabus no longer prescribes the compulsory study of ancient texts.

The difficulties arise when some children, of average intelligence, are slowed down, or even discouraged, by the sometimes necessarily abstract instruction involved in the somewhat barren technicalities of language study such as grammar exercises, literal translation, etc., especially when they are not gifted enough to succeed in other divisions either. Some do, however, give up Latin and go into the modern division. Others think it wiser to choose division B.

As regards the teaching of mathematics, three hours a week are now allotted to this subject in each of the lower secondary classes. This has necessitated a revision of the syllabus. No additional matter has been added, but it is now possible to link up the work in the first secondary year more closely with what was learnt in the primary school. In the second year the extra time is used to consolidate the basic arithmetic on which the study of algebra will later be constructed.

It is largely the spirit of mathematics teaching, however, which has been changed. This is marked by the introduction in the new syllabuses of practical work, to give form and reality to the links between the child's world of reality and the elementary types of abstraction. Teachers have been encouraged to work out and use, by simple means and with a few measuring instruments (surveyor's chain, scales, slide square), practical exercises aimed at introducing their pupils to mathematical thought. At the same time, guided work periods have been newly instituted in the Principality. These periods are to enable the teacher, owing to the smallness of the group, to have direct contact with each pupil.

On a more general plane, schools are increasingly holding educational film shows, particularly for science, history and geography.

**Examinations** The system of setting a compulsory promotion examination for pupils whose general average for the year is between 6 and 9 has been continued. This method seems to be much more liberal and generous than that of automatically imposing the repetition of the year. The number of pupils who manage to retrieve themselves in this way is about 80% of the total.

**Further Training of Teachers** Secondary school staff are still obliged to take part in the meetings and courses run by the International Centre of Educational Studies.

**Extra-Curricular Activities** Pupils have taken part in journeys abroad. They have also participated in the photography competition called "How We Live", organized by the German National Commission for Unesco, and in a stamp exhibition for the schools of the Principality and of the French department of Alpes-Maritimes. This exhibition aimed at linking the postage stamp with general education, and in particular with a knowledge of the important events in the life of the various countries.

A photography club has been set up, and exchanges with foreign countries, for example Japan, Malaya, Cambodia and Morocco, have been started. In the same way, correspondence is exchanged between pupils in the Principality and those in other countries.

# MOROCCO

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

*Quantitative Development — Mohammedan Primary Education — European and Jewish Primary Education — Mohammedan Secondary Education — European Secondary Education — Technical Education — Private Education — Islamic Higher Education — Modern Higher Education — Youth Movements — Basic Education — University Centre of Documentation and Assistance*

**Quantitative Development** When the census of school population was taken on 10th November, 1957, there were 670,286 pupils in Moroccan educational establishments. This total includes pupils in all the schools under the Ministry of National Education, except those under the control of the French Cultural Mission by virtue of the cultural convention between Morocco and France.

Adding to this figure the number of children in re-education centres and girls' homes under the youth and sports department, a total of over 712,000 children at school is reached, of whom 625,659 are Moroccan (93%).

On the 10th November, 1956, the total number of pupils was 496,023, so that the increase is 171,263 for all categories of children, but the increase is larger for Moroccans, whose numbers rose from 415,151 in 1956 to 625,659 in 1957. This means 210,000 new pupils, a number which has never before been reached in Morocco, and which amounts to an increase of 50% in one year.

The census of 10th November, 1957, concerns only pupils in primary and secondary schools. The figures for the university, which does not open until later, are not included.

On the same date, the pupils were distributed in the various establishments as follows :

	Moroccan		Foreign		Total
	Boys	Girls	Boys	Girls	
Islamic higher . . . . .	11,077	291	—	—	11,368
Mohammedan secondary .	19,208	3,255	498	243	23,204
Mohammedan primary . .	340,357	125,008	8,255	4,718	481,368
Mohammedan private . .	42,130	30,220	—	—	72,350
Technical secondary . .	1,427	703	2,464	1,465	6,059
Technical primary . . .	4,989	3,160	847	188	9,184
European secondary . .	1,016	1,138	1,953	4,415	8,522
Teacher training . . . .	6	1	54	45	106
European primary . . .	4,242	4,310	10,031	8,675	27,258
Jewish . . . . .	14,877	15,244	286	460	30,867
Total . . .	439,329	186,330	24,418	20,209	670,286

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. Mohammed EL FASI, Delegate of the Moroccan government.

### Mohammedan Primary Education

The work of the Mohammedan primary education department has been mainly concentrated on providing schooling for the greatest possible number of pupils and on examining means of achieving this under the best conditions.

In October, 1957, 166,085 new pupils were enrolled in the primary schools. This important increase in numbers required great efforts in the field of school building. Various solutions were adopted: aid to private initiative, contributions from the local population, etc. It has been possible to extend to the whole of Morocco an interesting experiment in semi-prefabricated, speedily erected, rural schools. Several town schools are on the way to completion. Other plans are being studied, to a cost of two thousand million francs.

Furthermore, the increase in the school population has necessitated the employment of 6,500 new teachers, who had to be trained and incorporated in the service. Regional training schools at present turn out 600 primary teachers a year, who carry out a five months' accelerated training period. With the opening of several new teacher training divisions, the number of pupil-teachers will be doubled from 1st October, 1958, onwards.

The drawing up of a sound policy for implementing universal schooling and providing school buildings, which was the subject of several recent official publications, has begun to produce results, and will lead to a more rapid implementation of schooling during the next school year.

### European and Jewish Primary Education

The European primary education department is responsible for the educational supervision and running of the following establishments: (1) the primary teacher training school at Aïn-es-Sebaa, and the training school for women primary teachers at Rabat; (2) schools for European primary education (primary schools and *cours complémentaires*); in these establishments French syllabuses are used, in accordance with the Franco-Moroccan cultural convention; (3) Franco-Jewish schools (same curricula but with the introduction of classical Arabic in the preparatory classes); (4) schools of the World Jewish Alliance. These are private schools largely subsidized by the Ministry of National Education. Courses are as in European primary schools, but with the introduction of classical Arabic in the lower classes; (5) European private schools, where courses are unrestricted, in so far as they are not contrary to public order and morality.

The central office is run by the chief inspector assisted by his secretariat. Regionally, the schools are grouped into European primary education areas run by a regional inspector (Casablanca I, Casablanca II, Fez, Marrakesh, Rabat).

### Mohammedan Secondary Education

There has been an administrative department for Mohammedan secondary education only since October, 1956. The reform obviously gave this type of education a new impetus, and the results show a great expansion in this field, where numbers have risen from 13,374 pupils on 10th November, 1956, to 23,204 pupils on 10th November, 1957, representing an increase of 9,830 pupils, or over 73%.

In particular should be noted the remarkable increase in the number of girls attending secondary schools.

During the 1957-1958 school year, Mohammedan secondary education had 25 schools.

The introduction of lower secondary schools in October, 1957, was an important step forward in the provision of secondary education for all classes of the Moroccan population by decentralizing this type of education. Sixteen schools of this kind were set up either on the outskirts of large towns or in medium-sized centres.

One of the main preoccupations of the Mohammedan secondary education department during the 1957-1958 school year was the problem of educating young people. In solving this problem, there were two main considerations—to provide recreational facilities and to develop the pupils' personality. Considerable efforts were made in the internal organization of educational establishments.

Revised courses for Mohammedan secondary education have been worked out on the following lines—gradual intensification of the Moroccan character of the courses, training of qualified Arabic teachers, and standardizing of time-tables and the length of courses.

This plan entailed a change in time-table, which came into force for the first secondary year on 1st October, 1957. Also, an institute of education was opened and has admitted its first batch of students. The course is to take two years.

Many buildings have been completed or started, particularly for the extension of certain schools; 67 new classrooms were opened at the beginning of the school year and others will be completed for October, 1958.

#### **European Secondary Education**

Several secondary schools formerly run by the European secondary education department have been transferred to the French Cultural Mission, in accordance with the Franco-Moroccan cultural convention. Consequently the numbers in European secondary education have decreased considerably, from 16,691 pupils on 10th November, 1956, to 8,522 on 10th November, 1957. In spite of this, the department has not relaxed its efforts, and the results of the secondary school examinations show the quality and efficiency of this branch of instruction, which is taken not only by French and foreign children, but also by an important number of young Moroccans.

Moroccan divisions have been introduced in two schools, the Yacoub el Mansour college at Rabat, and the Moulay Ismaïl lycée at Meknès.

#### **Technical Education**

The transfer of some technical establishments to the French University and Cultural Mission has resulted in a slight decrease in the total numbers under the Moroccan department of technical education (18,643 pupils on 10th November, 1957, as compared with 19,596 on 10th November, 1956, a decrease of 6%). This decrease is, however, only apparent, and in the schools remaining under the Moroccan government there were 562 Moroccan pupils more than in 1956 at secondary level, and 453 more at primary level.

The department organized several teacher training courses for workshop staff and for teachers of agriculture. More than 1,000 primary teachers and *mouderrès* took part. Technical education has also benefited from the introduction of a proficiency certificate in electro-mechanics



and of training for technicians for certain administrative services such as public works, rural engineering, the post office, etc.

During the present school year also, new divisions or establishments for technical education have been opened.

**Private Education** In 1956, the private education department was set up at the Ministry of National Education, and was appointed to supervise private establishments, to check up on the pupils' hygiene and to present technical reports on the running of these schools.

In 1957, the department brought about a congress of teachers in private schools in order to create a trade union. After the creation of this teachers' union, the private education department undertook the introduction of a head teachers' committee.

Among other matters dealt with by this department in 1957, one might mention: (1) a revision of primary syllabuses, which have all been reorganized within a new framework corresponding to the requirements of modern Morocco; (2) a revision of secondary school syllabuses (the first session of the Moroccan baccalaureate was held in Rabat in June, 1957, with encouraging results); (3) the award of more scholarships for pupils and subsidies for teachers; (4) the provision of staff from the public education system for some private establishments; (5) the purchase and distribution of large numbers of books, and a considerable amount of tonic medicine, milk and cheese.

All these steps, supplemented by organizational or administrative measures, permitted a notable increase in the numbers of pupils in private schools. There is now a total of 62,000 pupils, whereas there were 20,000 when this department was established.

**Islamic Higher Education** The Islamic education department administers and supervises the following establishments: the Karaouiyyine University at Fez, the Ben Youssef University at Marrakesh, and the centres of Islamic studies at Tetuan, Meknès, Tangiers, Oujda, Taroudant, El Jadida, Chefchaoun, Nador, El Hoceïma, Larache and El Ksar.

Teaching, which hitherto was given in the mosques, has been transferred, where possible, to modern premises, until university centres have been built. At Fez, for example, teaching has been transferred from the famous Karaouiyyine mosque to a collection of buildings in the Zerbtana district which have been prepared for this purpose. The same is true for students' lodgings, which were mostly in old *medersas*.

Instruction in these establishments covers three stages—the first, the second and the higher stage, at the end of which students take the higher diploma or *Alimya*.

The first stage covers three years, terminated by the first stage certificate or *Taour el Aouel*. The second stage lasts six years; at the end of the fourth year there is a first certificate, and at the end of the sixth year, a second certificate. The third and last stage comprises the law division (3 years) and the arts division (3 years).

Since 1st October, 1957, there has been a first year law faculty at Karaouiyyine, Ben Youssef and the Tetuan institute. This first year replaces the first year of the third stage.

There is also an annex for girls at Karaouiyyine, Morocco being ahead of the other Mohammedan countries in the field of religious education. In June, 1957, a first batch of girls holding the higher diplomas of Karaouiyyine graduated from this annex. At the Ben Youssef University at Marrakesh, a similar annex has been open for some years.

Courses have been unified, and several teachers from the East have been employed to teach Islamic subjects.

**Modern Higher Education** The main event of the 1957-1958 university year was the inauguration by the King in Rabat on 21st December, 1957, of the first modern Moroccan university. This university comprises a faculty of arts and social science, a faculty of law and political and economic science, and a faculty of science. The law faculty already has three subsidiary centres at Fez, Marrakesh and Tetuan. Each of these three towns will shortly have a branch faculty of arts. In addition, the faculties of the University of Rabat comprise higher institutes to promote and facilitate scientific research.

At the same time as the university, was inaugurated the Rabat university city, whose first block already houses 250 students and contains a restaurant which provides 450 meals a day.

The faculty of law and political and economic science provides the following courses: (a) for candidates holding the secondary school baccalaureate, a degree (*licence*) in French law and a doctorate in French law (in juridical, political or economic science); (b) for other candidates, the proficiency certificate in law and the diploma in Moroccan juridical and administrative studies; (c) for candidates holding the secondary school baccalaureate or the upper secondary diploma of one of the centres of Islamic studies, or some other approved qualification, a degree (*licence*) in Moroccan law. The number of law students enrolled for the 1957-1958 academic year is 1,061.

The arts faculty prepares students for various examinations, in particular those in Arabic, French literature and history-geography. The number of students taking the public courses leading to the certificate in classical Arabic, the *brevet* in classical Arabic, the diploma in classical Arabic and the *brevet* in Moroccan culture is 697. Two years' training is provided for interpreters in Arabic.

The buildings of the faculty of science (together with those of the Shereefian Scientific Institute) cover an area of 18,500 m<sup>2</sup>.

There are about 30 lecturers, supervisors and assistants, and 450 students.

In addition to the higher preparatory certificates (*propadeutiques*), such as the PCB (physics, chemistry, biology), MPC (mathematics, physics, chemistry), SPCN (physics, chemistry and natural science) and general mathematics, the faculty of science prepares students for the various component certificates of the science degree, i.e. zoology, botany, geology, general chemistry, general physics, theoretical mechanics and differential and integral calculus. The science faculty also provides the first year's studies in dental surgery.

There are two research institutes attached to the faculty of science: the Shereefian Scientific Institute and the Institute of Geophysics and Meteorology.

**Youth Movements**

The main task of the youth and sports department in 1957 was to provide a legal basis for all youth movements and sports organizations. A youth charter and a sports charter were prepared, providing legislation for the various associations, instituting the National Youth Council and the National Sports Council. These official publications bear the dates of 2nd and 3rd August, 1957, respectively. The new institutions were inaugurated and have been running since the end of 1957.

The youth department has continued to expand with the opening of new hostels for young people, cultural centres, new centres for supervised education and women's hostels, and the provision of sports facilities. A special effort was made in 1957 to increase holiday camps, which, during the summer, accommodated 26,000 children, a third more than last year.

This year was the first time that young people have given up some of their holidays to take part in socially useful work, adapted, of course, to their age and training. This work is in the spirit of the government's campaign "The Path to Unity".

The training of leaders, so necessary in all fields of public life, has been one of the major preoccupations of the department in the sphere of supervised education. Specialists have held important working sessions at Ben-Slimane, Boulhaut, Casablanca and Tit-Mellil. At the end of the year a fine training centre was opened at Tit-Mellil, where extensive training courses will be given from January, 1958, onwards, to young people desiring to take up re-education work. These courses will be similar to those in primary teacher training schools, and represent an important step forward in this field.

Many young people took advantage of a programme of educational and cultural travel to visit foreign countries, so improving their knowledge of the language and widening their intellectual horizon (1,040 participants).

Training for women was provided in regional youth department centres and at the central department itself.

A national centre of people's education, which the youth and sports department hitherto lacked, was set up; it is at present being fitted up, and activities are being conducted in temporary premises.

Thirty-five children's drawing and painting studios functioned throughout Morocco and there were several courses in initiation to music, as part of the scheme for spreading culture.

"Radio Youth" was set up to establish contact with young people scattered in the most outlying parts of the country. The youth and sports department also organized an international scout rally, together with the Moroccan scouts' associations.

**Basic Education**

In this field, 1957 was above all a year of new undertakings and experiment. The basic education department began to be organized properly from 1st January, 1957, when the urban basic education centres of the youth and sports department (there are 6 centres at Casablanca) were transferred to it.

Immediately after the Moroccan declaration of independence, one of the most urgent undertakings of the Ministry of National Education, Youth and Sports was to set up in the Ministry a basic education department. At about the same time a Moroccan basic education league was



founded and the campaign against illiteracy was placed under the patronage of H. M. Mohamed V.

At the end of the second large-scale literacy campaign, a certificate was introduced to reward the efforts of the best pupils, who were capable of reading the special newspaper "Manar el Maghrib". The certificate has already been awarded to 20,000 pupils, and entitles them to follow the more advanced courses specially organized for them in schools and other literacy centres.

At the same time specialized staff have been trained. Training for instructors and instructresses has been started for the systematic education of illiterate or newly literate adults, so that they may be integrated in the country's social and economic life, which at present is not the case. These men and women instructors followed a first course of about three months at the beginning of 1957, during which were held lectures and practical work in douars and shanty towns alternately. This first course was followed by a course for women which was attended by a dozen girls during the three summer months.

The basic education department set up during 1958 about 15 centres for men or women in several different areas of Morocco. These centres were organized experimentally, and their success has varied according to the teaching and other staff and to relations with the authorities, technical services and local inhabitants. These experiments have in any case provided valuable lessons for the future. In particular, it is evident that a regrouping of all these centres' activities round the main points of action will be necessary.

**University Centre of  
Documentation and  
Assistance**

Following the sessions of the higher committees for grants and scholarships held in Rabat on 22nd July and 28th October, 1957, the total number of grants awarded by the government for the 1957-1958 academic year was 510, representing an expenditure of around 41 million francs a term, or an annual sum of 123 million francs for the academic year.

In addition, following an agreement between the Ministry of National Education and the French University and Cultural Mission, 171 scholarships were granted by the Mission to young Moroccans who had completed their secondary education in establishments controlled by the Mission. The sums involved in the award of these scholarships were about 12,500,000 francs a term, i.e. 37,500,000 francs for the academic year.

The government has also awarded scholarships for higher studies to be taken up in the following foreign countries: Spain (102 scholarships), Germany (15), Austria (2), Great Britain (7), Switzerland (3), United States (1).

On the recommendation of the higher committees for grants and scholarships, the government awarded for the 1957-1958 academic year 241 scholarships to Moroccans studying in educational establishments in Middle Eastern countries. There are 110 of these for Egypt, 102 for Syria and 29 for Iraq.

Furthermore, 250 scholarships were awarded for higher Mohammedan studies in Morocco.

The total number of government scholars is 1,131, to which must be added the 171 scholars of the French University and Cultural Mission.



During 1957, the University Centre of Documentation and Assistance answered 4,357 requests for information, of which 3,225 were from boys and 1,132 from girls. As in previous years there was an increase in requests for information on scientific careers. Boys are, however, turning away from teaching careers, even in scientific subjects. On the other hand, girls choose the teaching profession (in arts or science), administrative careers and secretarial posts.

# NETHERLANDS

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

ADMINISTRATION — *Educational Council — Council for Higher Technical Education — New Commissions — Control — Finance — School Building*  
ORGANIZATION — *Quantitative Development — Estimates — Duration of Compulsory Education — New Courses — CURRICULA, SYLLABUSES, METHODS — Reform Plans — TEACHING STAFF — Training — Working Conditions — MISCELLANEOUS — Research — Television — Students' Accommodation*

### ADMINISTRATION

#### **Educational Council**

In January, 1958, the following changes were effected with regard to the Educational Council: the maximum age of members was fixed at 70 years; members are appointed for a period of three years instead of five; a number of changes were made in the organization of its activities (e.g. replacement of the chairman, procedure in case of minority recommendations and of equality of votes).

#### **Council for Higher Technical Education**

On 11th July the Council for Higher Technical Education was installed. This council constitutes the link between the two technical universities, promotes effective co-operation and gives advice, among other things, concerning the adaptation of technical university education to advancing industrialization.

#### **New Commissions**

On July 25th a commission was set up to advise the Minister of Education, Arts and Science on problems connected with expanding higher education; the commission will have to take into account the expected increase in the number of students in the coming years.

For higher technical education an identical, separate commission was set up on 1st April, 1958. Higher agricultural instruction, which falls under the Ministry of Agriculture, Fisheries and Food Supply, lies outside the sphere of the afore-mentioned commission.

On 16th July, 1957, the Minister of Education, Arts and Science installed a committee to make recommendations on possible changes in the legal provisions connected with the control of public elementary education.

#### **Control**

In connection with the growth of education the following expansion of the school inspection service has taken place: for elementary education, 6 inspectors and 2 district inspectors; for special primary education, one adviser for physical education; for technical education, one inspector and one adviser.

<sup>1</sup> From the report submitted to the XX1st International Conference on Public Education by Mr. K. ZÜRCHER, Delegate of the Netherlands government.

In August, 1957, the inspectorate for teacher training was increased by two inspectors. Shortly the expansion of the inspection of pre-university education by a number of inspectors is to be expected.

#### Finance

The amounts placed at the disposal of education last year were again much higher than in previous years. The total amount for education in the 1958 budget was 1,147.4 million guilders. This is 24% higher than in the 1957 budget. The final figures are likely to be higher still. This increase is due, in the first place, to the fact that the amount for salaries is higher as a result of the larger number of teachers which, in turn, is the result of the larger number of pupils in the various branches of education. On the other hand, the extension and modernization of schools plays an important part. As regards this, it should be remarked that where funds for the construction of new buildings are concerned, the municipalities also furnish considerable sums of money which, obviously, do not figure in the national budget.

A change in the special schools for handicapped children de'ree which came into force on 5th August, 1957, made it possible to subsidize education for children treated in sanatoria.

A bill for changing the teacher training act was introduced on 11th September, 1957, proposing better arrangements for the reimbursement of expenditure for this training.

A bill of the same date for amending the secondary education act, the higher education act and the pensions act concerned, among other things, improved reimbursement of expenditure for independent schools, pension schemes for teachers in evening lycées subsidized by the government, and training for teacher's certificates in secondary education. In July, 1957, a bill was submitted to parliament, concerning improved reimbursement of expenditure for municipal schools.

The provisional report of the second chamber committee on the bill concerning state subsidies for municipal schools of pre-university and secondary education was published on 12th March, 1958. The financing of municipal schools on the same basis as state and independent schools was proposed.

A provisional arrangement for subsidizing the Municipal University of Amsterdam was proposed in a bill of 31st March, 1958. If this bill is passed, the government will reimburse 90% of the expenditure for new accommodation for education and scientific research.

The total sum which the Minister has earmarked for scholarships and loans for study during the school year 1957-1958 amounts to 16 million florins (+13.4%).

#### School Building

On the 30th October, 1957, the Minister of Education, Arts and Science submitted to the States General a second note concerning the construction of school buildings, in which he mentions an amount of 190 million guilder for 1958 (150 million in 1957). The chief amounts concern post-primary education, technical education, pre-university and secondary education, and higher education. An amount of 42 million guilder is earmarked for elementary education and infant schools. Moreover, the note contains a summing up of the need for school buildings in all sectors of education in the coming years. The great influx of pupils

which is expected in the sector of post-primary education compels public bodies to invest considerable sums in school buildings. In a number of cases provisional solutions have to be resorted to, such as wooden huts.

The infant school building decree of 6th September, 1957, contains provisions laying down minimum standards for the construction and equipment of the building, the site and the number of children per classroom.

#### ORGANIZATION

**Quantitative Development** The following statistics show the number of pupils and teachers in the different types of education :

	Date	Pupils		Teachers	
		Number	Difference %	Number	Difference %
Infant schools . . . . .	1.1.57	349,075	- 5.7	10,153	+ 1
Elementary and supplementary primary . . . . .	16.1.58	1,519,952	+ 0.6	43,613	+ 1.1
Special education . . . . .	1.1.58	47,047	+ 8	3,069	+ 2
Advanced elementary . . . .	16.1.58	202,161	+ 9.1	7,197	+ 7.7
Pre-university and secondary.	15.9.57	129,882	+ 8		
Commercial evening schools .	15.9.57	19,148	- 0.46		
Technical and domestic . . .	1.10.57	379,580	+ 18	20,500	
Agricultural and horticultural	1.1.57	26,922	- 1.9	1,916	
Teacher training . . . . .	16.9.57	17,179	+ 6.1	1,800	
Higher education . . . . .	1.4.58	32,385	+ 5.2		
Elementary technical teacher training . . . . .	1.10.57	4,354	+ 20	451	+ 122

**Estimates** In November, 1957, the fifth note appeared concerning the need for teachers in the whole of elementary education. Until 1960, a small shortage is to be expected (approximately 1%). Next, under the present pupil-teacher scale, an increasing surplus is to be expected, up to 16,000 in 1970. Thus it will be possible, in due course, to make a start with lowering the present pupil-teacher ratio. A bill was drafted in September, 1957, proposing a substantial lowering of the number of pupils per class in elementary education, advanced elementary education and supplementary primary education. For this, about 11,000 more teachers will be needed than under the present scales. An estimate of the cost involved (salaries, buildings, etc.) is in the region of 200 million guider in the next ten years.

The lack of qualified teachers in pre-university and secondary education continues to constitute a threat. On the one hand, this results from the ever-growing population and on the other, from the greater interest taken in this kind of education. The consultative committee for pre-university and secondary education observed in its interim report that it was to be expected that on 15th September, 1957, the number of pupils would be 125, against 100 in 1954. In fact the increase has been even greater, and should be fixed at 132. This unforeseen increase is likely to continue, and the estimates have therefore to be revised.



An estimate for elementary technical education in day schools for boys, taking into account the growing interest in this branch of education and the rising birth rate, points to the conclusion that the highest numbers of pupils will enroll in the years 1962-1964 (in two-year courses 93,000 to 94,000 and in three-year courses 139,000).

For vocational training for girls in day schools, an estimate was also made (12th March, 1958) regarding the numbers of pupils and teachers to be expected over the next ten years. The largest numbers are due in 1961 (84,000 in the case of two-year primary vocational schools and 126,000 for the whole of vocational education in day schools for girls). Both estimates provide an insight into the regional diffusion of pupils.

An estimate with regard to the number of university students to be expected shows a steep rise in the coming years. As in other branches, the rise is caused by the following factors: greater interest taken in education and larger generations from which students will be recruited in due course. The estimate has been made up till and including the year 1970, by which time approximately 56,000 students are expected to have enrolled in universities and higher establishments.

#### Duration of Compulsory Education

At the request of the State Secretary for Social Welfare a report was drafted by the Social and Economic Council concerning the possible consequence of a labour ban for all 14 and 15 year olds. This report recommends that all 14 and 15 year olds who do not at present do so should follow full-day instruction.

In February, 1958, it was proposed to change the compulsory education act so that it will become impossible to grant "agricultural leave" to children of school age. Moreover, the act proposes that pupils shall receive instruction for eight years, no exceptions being made to this as was possible in the past.

#### New Courses

For the instruction of physically defective children, five "mytyl schools" were established. These schools are for the instruction of spastic children. There are several plans to set up more of these schools. The same is the case with elementary technical day schools for children of weak understanding. The "mytyl schools" come under special elementary education.

A start was made with courses in nuclear energy for secondary technicians. The first reactor technology course included nuclear physics, reactor theory, knowledge of materials, heat transmission, protection, atomic waste, etc.

The first town planning course in the Netherlands commenced at the Academy of Architecture in Amsterdam in August, 1957. The first photography day school opened in September, 1957, at Breda; the school provides a five-year course for students of photography and cinematography.

Again the need made itself felt for more schools for the retail trade; several schools were established.

In December, 1957, the first school in Europe in the field of commercial goods traffic started classes in Rotterdam.

In university education a number of ordinary and special chairs were instituted, such as metaphysics in the spirit of theosophy (Leyden);

the history of the *Unitas Fratrum* and church history of the Caribbean area (Utrecht); Frisian and Papiamentu (a mixture of the Spanish, Dutch and Negro languages) at Amsterdam University; Hebrew (Utrecht); chartered accountancy (Free University of Amsterdam); physical sciences (Nijmegen University, which thus was granted the same rights as the state universities with regard to the granting of doctor's degrees and diplomas); medicine (Free University of Amsterdam and Catholic University of Nijmegen which have thus acquired the same rights as state universities with regard to the granting of diplomas in medicine); bio-history (Utrecht); plant anatomy (Leyden); radio-biology (Leyden); nuclear physics (Amsterdam University); biology (Leyden); and cinematography (State University of Utrecht).

An amendment of the academic statute relating to the pharmacy examination is aimed at shortening the practical period (23rd August, 1957).

In December, 1957, a commission was appointed to inquire into the state of physical science and to make recommendations to enable the universities to meet the standards of present-day scientific research.

### CURRICULA, SYLLABUSES, METHODS

#### Reform Plans

A draft bill for organizing the whole of post-primary education has been submitted to institutes of education and teachers' organizations. Taking into account the recommendations and suggestions received, the Minister submitted a bill to the cabinet on 10th June, 1958.

A working group of state school inspectors reported in February, 1958, on the structure of post-primary education. This report gives general directives with regard to the transition from elementary to post-primary education, a period for orientation and observation, a trial class for some weeks replacing the entrance examination, basic and optional subjects, etc.

The report on overburdening in education, drafted by a committee which was set up in 1952, notes the branches of education where there has been evidence of overburdening, and indicates the means for improving this situation.

A commission was set up in April, 1957, which will advise on the most appropriate form of education for boys and girls of 12-16 years.

On 19th October, 1957, a bill was introduced aimed at granting greater freedom in the organization of education. By removing a number of legal obstacles, among other things with regard to school leaving examinations, the expansion of pre-university and secondary education in particular is made possible.

A number of elementary technical day schools with a two-year course have been converted into schools with a three-year course; it is intended to complete this conversion in 1956.

In virtue of an amendment proposed in February, 1957, instruction in traffic rules can be made compulsory, as part of geography, in the different types of elementary education.

A bill is in preparation proposing the institution of a bachelor's degree in state universities.

### TEACHING STAFF

**Training** With a view to stimulating interest in an educational career, the Minister of Education, Arts and Science started an information campaign in the spring of 1958, aimed at the pupils of advanced elementary schools, pre-university and secondary education, and advanced technical day schools. In the framework of this campaign 90,000 circular letters were sent to parents or guardians and 20,000 to teachers in these schools. In a series of five radio broadcasts, educational experts spoke on the significance of the teaching profession. A brochure containing information on training and salaries in 25,000 copies has been distributed on request.

The decree of 29th November, 1957, concerning the training of infant school mistresses laid down regulations on training for this branch of education (curriculum, subjects, final examination etc.), the teachers' qualifications, and the pupils' practical instruction.

A bill to amend the teacher training act, introduced on 11th September, 1957, defined the qualifications required for giving instruction in a teachers' training college.

In view of the shortage of qualified teachers in pre-university and secondary education, exemption from military service was again granted under certain conditions, and to a larger extent than before, to teachers and those studying for secondary teaching certificates.

The committee set up on 15th July, 1954, to consider the educational training of teachers for secondary education reported in June, 1957. The commission recommends that a special two-year institute for this training should be set up. The students would have to do teaching practice under the supervision and direction of the teachers of the school. The committee also outlined a programme for the examination.

In Groningen State University it will shortly be possible to study for a secondary teacher's certificate in modern languages, mathematics, physical sciences, history and geography. The Institute of Education of the Utrecht State University initiated a similar course in September, 1957. Generally, these courses have been instituted with a view to shortening the period of study and extending the possibility of receiving training for a secondary certificate.

**Working Conditions** Improvements in the salaries of teachers in elementary education and elementary agricultural and horticultural education were made by the royal decree of 15th July, 1957.

The royal decrees of 15th January, 1958, changed the position of women teaching staff who are married or to be married, so ensuring them a permanent educational appointment.

A salary improvement for needlework teachers in secondary schools and teacher training colleges, and for teachers of handicrafts, elocution and handwriting in teacher training colleges was effected in virtue of the royal decree of 31st March, 1958.

Under the act of 18th March, 1958, it is possible for teachers and instructors to be members of a municipal council, with the exception of teachers and instructors in municipal schools, unless it concerns membership outside the municipality in which the school is situated.

#### MISCELLANEOUS

**Research** Despite expenditure restrictions the educational innovation programme proceeded normally. The pedagogic centres and other bodies which aim at realizing the development of education in accordance with the ideas of the times were able to proceed with their task.

**Television** The possibility of introducing television into education is being studied by a committee, set up in November, 1957, and consisting of members of the three pedagogic centres and of the Netherlands Educational Film Foundation.

**Students' Accommodation** The Central Foundation for Students' Accommodation made available 500,000 guilder to relieve the shortage of lodgings for students; the American Mr. Nathan Strauss donated 10,000 dollars for the same purpose, while Dutch trade and industry made grants to the said Foundation and promised assistance to a total amount of 1.5 million guilder.



# NORWAY

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

ADMINISTRATION — Commercial Education Act — Budget — School Building — ORGANIZATION — Quantitative Development — Compulsory Schooling — New Courses — CURRICULA, SYLLABUSES, METHODS — Traffic Instruction — Textbooks — TEACHING STAFF — Shortage of Teachers — Status — AUXILIARY SERVICES — School Health Services — Students' Union

### ADMINISTRATION

**Commercial Education Act** On July 6th, 1957, a new Act regarding commercial secondary schools and vocational schools for commerce and clerical work was passed by parliament.

Previously the Ministry of Church and Education's influence on the commercial schools was limited to the approval of schools and to ascertaining that the pupils reached minimum standards. Many commercial schools, however, and all the commercial secondary schools had a more far-reaching curriculum which was not subject to the Ministry's control. The commercial schools received no subsidy from the State and the Ministry had no influence on the appointments of the teachers in these schools.

According to the new Act the Ministry will decide the curriculum. All teachers at commercial secondary schools will be appointed by the Ministry and the same applies to commercial schools which receive state subsidies. Only schools administered by the municipalities may receive these grants.

#### Budget

The public education budget for 1958-1959 totals 329.2 million kroner (287.9 million in 1957-1958), i.e. an increase of 14.4%. The following figures give details of the budget, expressed in millions of kroner :

Primary schools . . . . .	172.6	+13.6
Continuation schools . . . . .	26.3	+ 4.7
Special schools . . . . .	21.3	+ 3.5
Folk high schools . . . . .	8.2	+ 0.7
Secondary schools . . . . .	41.6	+ 5.9
Teacher training colleges . . . . .	15.4	+ 4.6
Vocational schools for trade and industry, etc. . . . .	33.8	+ 4.6
Social assistance to further education schools . . . . .	10	

The increase in grants is due both to the increase in the number of pupils, especially in the secondary schools, and to an increase in salaries.

<sup>1</sup> From the report submitted to the XXIst International Conference on Public Education by Mrs. Borgny TISTHAL, Delegate of the government of Norway.

The grants for the reconstruction of war-damaged schools have been considerably increased. At state secondary schools for general education and at state-supported municipal schools, more than 130 new classrooms have been established. In vocational schools for trade and industry, 22 new classrooms have been made available.

### School Building

School building is still under the same restrictions as in the previous year, which means that building licences are issued by the municipal authorities.

In 1956, building licences for 113,000 m<sup>2</sup> were issued for primary and continuation schools at a total cost of approximately 103 million kroner. The figures for 1957 are not yet available, but are expected to approximate 123,000 m<sup>2</sup>. The demand for new buildings in the primary and continuation schools is still not satisfied, and in 1958 municipalities have applied for approximately 44 million kroner in loans from the *Norges Kommunalbank* (a state bank established to give municipalities loans for public works). The demand for loans is far higher, as many municipalities also apply for loans from private banks.

There is still a great shortage of classrooms in the general secondary schools owing to a marked increase in the number of pupils.

In 1956-1957 eight new buildings for vocational schools for trades and industries were completed and nine are in course of erection (including one technical school). In the north of Norway, a new handcraft school for the Lapps has been built.

## ORGANIZATION

**Quantitative Development** The number of teachers and pupils in the different schools is shown below:

	Teachers			Pupils		
	1957-1958	Increase	%	1957-1958	Increase	%
Primary schools . . . . .	17,151	651	4	439,700	4,700	1.1
Continuation schools . . . .				33,900	2,100	6.6
General secondary schools .	3,375	75	2.3	60,100	7,000	13.2
Folk high schools . . . . .	355	10	2.9	4,375	111	2.7
Teacher training colleges .	352	29	8.9	2,860	224	8.8
Special schools . . . . .	300	15	5.3	1,904	122	6.9
Vocational schools . . . . .	—	—	—	22,000	—	—

**Compulsory Schooling** The government has submitted to parliament a bill respecting primary and post-primary education under which the municipalities will be entitled to introduce nine-year compulsory education. The one-year continuation school is made compulsory by an increasing number of municipalities. More than 200 of the 740 municipalities have adopted an eighth compulsory school year.

According to the new bill the government will give grants for the same number of teaching periods in rural primary school areas as in urban schools.

The State Council for Educational Experiment is carrying out experiments to find the best solution for a comprehensive school structure in connection with the proposed extension of compulsory schooling.

A proposal has also been made to amend the Act on vocational schools in order to establish three-year courses at technical schools.

**New Courses** During 1957-1958 a new school has been established to train technicians for the wood industry.

### CURRICULA, SYLLABUSES, METHODS

**Traffic Instruction** In primary and general secondary schools instruction in traffic problems has been added to the curriculum.

**Textbooks** Revised editions of textbooks have been published.

### TEACHING STAFF

**Shortage of Teachers** In the secondary schools there is a marked shortage of qualified teachers. Owing to the large number of children born from 1940 onwards, the Ministry is planning special measures to stimulate students wanting to become teachers, to shorten the course of study and to give special aid to the schools in the north of Norway.

**Status** Teachers' salaries were adjusted as from 1st January, 1958, in connection with the general adjustment of salaries in the civil service.

### AUXILIARY SERVICES

**School Health Services** Parliament has passed a new Act on health work in schools and other educational institutions. Health inspection will be administered by the local health authorities in cooperation with the school authorities.

**Students' Union** An Act has also been passed to establish a pupils' union at vocational and technical schools. This union will be built up on the same principles as the students' union at the universities. Its aim is to further the mutual interests of the pupils in these schools.

# PAKISTAN

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

INTRODUCTION — ADMINISTRATION — *Administrative Reorganization — Finance — School Building* — ORGANIZATION — *Quantitative Development — SYLLABUSES AND METHODS — Improvements — Teaching of English — TEACHING STAFF — Training — Status* — AUXILIARY SERVICES — *Achievements — Work for Youth — Scholarships*

### INTRODUCTION

Progress in the field of education in an under-developed country like Pakistan has, perforce, to be slow. Problems of mere existence and survival do not allow enough attention to be paid to social reform. The economic conditions of the country cannot be said to have improved during the year under review; but conscious of the fact that the salvation of a country lies in the maximum development of educational opportunities, serious attempts, commensurate with the availability of resources, were made for the extension of educational facilities at all levels, primary, secondary and university. Foreign technical aid in the form of training facilities, equipment and expert advisory services was also utilized for this purpose.

### ADMINISTRATION

#### **Administrative Reorganization**

In the report for the year 1955-1956, it was mentioned that due to the merging of the several provinces and states of West Pakistan into one unit, the administrative structure of education had to be reorganized in this wing of the country. In East Pakistan the administrative picture remained the same. It was commented in last year's report (1956-1957) that because of this change, resulting in the establishment of three education directorates, one for West Pakistan another for East Pakistan and the third for the centrally administered area of Karachi, there was over-all improvement in the educational administration of the country. The initial problems, arising out of this revised pattern, have now practically been solved, making for greater efficiency in school administration and inspection.

#### **Finance**

There was an increase in the educational budget. During 1956-1957, an amount of Rs. 160,186,000 was spent by the central and provincial governments on education. During the year under review, the amount spent was Rs. 201,249,000, showing an increase of 25.6% over the previous year's expenditure. The figures for 1956-1957 had registered an increase of only about 12%.

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr S. G. KHALIQ, Delegate of the government of Pakistan.



Figures for the amount spent by local bodies, philanthropic organizations and private individuals are unfortunately not available, but it can safely be said that the expenditure from these sources increased during the year under report.

**School Building** The programme for erecting more school buildings, renovating old ones and making additions to existing buildings continued to be followed during the year under report.

In rural areas, a great amount of help was received from private community effort, and in urban areas almost the entire cost of additional construction came from government funds. In a study on school buildings made a few years ago, it was found that all over the country the building programme could not keep pace with the rapid expansion of education. The position has remained the same since this study. The need for making a special survey of the financial and architectural aspects of the school building programme has increasingly been felt; and some special fund may have to be created, possibly with grants and loans from international organizations.

It was reported last year that the universities were going ahead with their projects of building new campuses. In most cases these projects have advanced considerably. The University of the Punjab and the University of Karachi are at present under construction.

## ORGANIZATION

**Quantitative Development** In Pakistan educational data has to be obtained through various authorities: provincial directors of public instruction, regional directors, inspectors, government departments, universities, etc. Hence the collection of educational information has always presented a serious problem and the data which has so far been collected, from time to time, through questionnaires cannot be considered absolutely reliable. Consequently, the existing machinery for the collection of educational statistics in the Ministry of Education is being thoroughly reorganized, with the help of experts from Unesco.

The following are the available figures for the number of institutions and of their pupils:

	Institutions			Pupils		
	1956	1957	Difference	1956	1957	Difference
Primary . . . . .	45,705	42,503	-3,202	4,109,959	4,040,298	-69,661
Secondary . . . . .	5,596	5,675	+ 79	1,264,105	1,278,441	+11,336
Technical schools . .	15	15	0	4,070	4,522	+ 452
Colleges . . . . .	140	157	+ 17	72,635	77,579	+ 4,944
Professional colleges.	42	42	0	9,330	—	—
Universities. . . . .	6	6	0	5,600	6,073	+ 473

The number of primary schools and their enrolment figures have gone down because in East Pakistan in the previous year's counting all kinds of elementary schools, recognized, unrecognized, schools in mosques, etc. were included. The number of primary schools in West Pakistan too has gone down, probably because of the removal of unsatisfactory schools and

the merging of others with middle and secondary schools. The enrolment figures, however, have gone up. In the Karachi federal area both the number of institutions and enrolments have increased :

	Institutions		Pupils	
	1956	1957	1956	1957
West Pakistan . . . .	19,390	15,917	1,264,300	1,308,000
Karachi . . . . .	312	366	74,290	86,042

At the secondary level, as at college and university levels, there has been an all-round improvement.

It is, further, believed that the number of pre-primary, nursery and kindergarten schools has also increased.

Figures for the number of teachers at various levels are not readily available, but it can be safely said that the position has greatly improved. The number of trained teachers at all levels has increased, as has the proportion of women teachers to men teachers.

#### SYLLABUSES AND METHODS

##### Improvements

The syllabuses, textbooks and methods of teaching remain the same as last year, except for minor modifications here and there to suit local requirements. The directorates of education worked, as usual, for the publication of new textbooks, written according to educational principles. Increasing attention was paid to the employment, with good results, of modern audio-visual aids and techniques.

##### Teaching of English

The position of English in the curriculum of the schools remained the same as reported previously, that is, it was taught as a compulsory second language in secondary schools, and almost all instruction in colleges and universities continued to be carried on in English.

The number of schools using English as medium of instruction increased. It may be recalled that for the last four or five years English-medium schools, kindergarten, primary and secondary, have been increasingly opened all over the country, especially in large towns, because of growing contacts with the English-speaking world.

#### TEACHING STAFF

##### Training

Facilities for the professional training of teachers increased in the sense that though no new training institutions were opened, they were more crowded this year than in previous years. More facilities were provided for the further training of teachers in foreign countries.

##### Status

There was an improvement in the economic status of teachers in East Pakistan, for salary scales were revised to offer better emoluments. There was no change in West Pakistan and the Federal area of Karachi.

### AUXILIARY SERVICES

**Achievements**

were extended.

The school health and the school meals services

School psychology services were non-existent as last year. Some advance was made however, in providing education for handicapped children, by giving liberal grants to societies and organizations concerned with such activities.

The Fundamental Education Scheme made headway, and more adult education centres were opened in the country.

**Work for Youth**

The usual extra-curricular activities such as scouting, guiding, camping, debating, dramatics, athletics and games were popular with pupils and were encouraged by the education authorities.

**Scholarships**

Besides the scheme for the award of scholarships to the children of low-paid employees and to scheduled-caste students belonging to the Hindu minority, which worked successfully during the previous years, other schemes for giving scholarships to students of other minorities, Buddhist and Christian, were also launched.

# PHILIPPINES

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

ADMINISTRATION — *Inspection* — *Finance* — ORGANIZATION — *Quantitative Development* — *Compulsory Schooling* — CURRICULA, SYLLABUSES, METHODS — *Primary Curricula* — *Secondary Curricula* — *Teachers' Guides* — *Teaching Methods* — *New Textbooks* — TEACHING STAFF — *Teacher Training Curricula* — *Primary Teacher Training* — *Secondary Teacher Training* — *Training for Vocational Education Teachers* — AUXILIARY SERVICES — *Pupils' Health* — *School Psychology Services* — *Handicapped Children*

### ADMINISTRATION

**Inspection** There were no major modifications in school administration on the national level. On the divisional or provincial level, one division (Bulacan) did away with an assistant superintendency. The city of Basilan created a position for its own city superintendent of schools. Formerly, Basilan was attached to Zamboanga city.

The elevation of several vocational high schools to the rank of national schools of arts and trades with separate superintendencies continued.

**Finance** The national government finances elementary and vocational education, except for intermediate grades located in cities, which are maintained by the city governments. Secondary education is financed partly by the provincial and city governments, and in a few cases by municipal governments. During 1957-1958, the total appropriations of the national government for education amounted to 208,718,340 pesos.

Public general secondary education continued to be financed largely by tuition fees collected from the students enrolled in general high schools. In a number of cases, however, the provinces, cities and municipalities gave financial aid for the maintenance of their respective secondary schools. Among the local governments, only the city of Manila bore the entire burden of financing general secondary education without charging any tuition fees. In most cases, the parent-teacher association for each high school extended support by giving material contribution in the form of money, supplies and materials, or even labour.

The total of the amounts indicated in the provincial budgets of public general secondary schools all over the country for the school year 1957-1958 was approximately 19,500,000 pesos.

<sup>1</sup> From the report submitted to the XX1st International Conference on Public Education by Mr. B. ALDANA, Delegate of the government of the Philippines.



## ORGANIZATION

**Quantitative Development** The table below shows the quantitative growth of education in the Philippines during the year under review.

An increase in the number of pupils and of teachers is shown at all levels except the secondary level where there is a slight decrease.

	Teachers			Pupils			
	1957-1958	Inc./Dec.	+ %	1957-1958	Inc./Dec.	+ %	
Public pre-primary . . . . .				30	+ 30		
Public primary . . . . .	62,496	+274	+0.44	2,824,280	+32,720	+1.17	
Public intermediate . . . . .	29,521	+448	+1.5	774,714	+47,130	+6.5	
Public secondary (general, trade, agricultural, etc.) . . . . .	8,746	-113	-1.27	223,204	- 747	-0.33	
School for deaf and blind . . . . .	29	—	—	300	+ 31	+11.5	
Arts and trades, agricultural, nautical . . . . .	375	+ 86	+29.8	4,577	+ 145	+ 3.05	
Teacher training . . . . .	154	—	—	2,785	+ 91	+ 3.4	

**Compulsory Schooling** The partial or experimental implementation of the compulsory education provision of Republic Act No. 896, started in June, 1956, continued through the school year 1957-1958 in accordance with Circular No. 18, 1956.

During the school year 1957-1958 the number of years' study in the different types of schools neither increased nor decreased.

In the primary school, consisting of four grades, there are three plans of organization: (1) one class of 80 pupils, 40 of whom meet in the morning and the rest in the afternoon, the two groups being under one teacher; (2) a class of 60 pupils who report to school morning and afternoon under one teacher; (3) the emergency class with a maximum enrolment in each class of 60 pupils who report to school for study either in the morning or in the afternoon; one teacher meets the morning class and another teacher the afternoon class.

In grades V and VI, the maximum enrolment in each class is 52 pupils who attend morning and afternoon.

## CURRICULA, SYLLABUSES, METHODS

**Primary Curricula** By action of the Board of National Education, the revised Philippine educational programme was implemented during the school year 1957-1958. This means changes in the elementary and secondary curricula.

On the elementary level, the commonly accepted subjects have been grouped into six broad areas: (1) social studies, (2) work education, (3) health and science, (4) language arts, (5) arithmetic and (6) arts and physical education. This grouping aims at promoting a closer correlation of related subjects and flexibility in the administration of the curriculum to meet the different needs and interests of the children and the community.

The following figures show the length of the school day in 1957-1958 for the different grades: grades I and II, 310 minutes; grades III and IV, 340 minutes; grades V and VI, 400 minutes.

The following table shows the new minimum daily time allotments for elementary curricula :

Subject Area	Class I & II	Class III & IV	Class V & VI
Social studies . . . . .	40	50	50
Work education . . . . .	40	60	80
Health and science . . . . .	40	40	50
Language arts . . . . .	110	110	120
Arithmetic . . . . .	40	40	50
Arts and physical education .	40	40	50
Total	310	340	400

**Secondary Curricula** Under the revised Philippine educational programme, the general secondary curriculum is gradually being replaced by the so-called 2-2 plan. The new curriculum, which started taking effect in 1957-1958, provides a common general curriculum for all students in the first and second years, and a differentiated curriculum in the third and fourth years—one leading to college preparation and another to specialization in vocational courses. The former emphasizes science and mathematics while the latter allows time for work experience.

These changes, and the spreading of the social science subjects over the four years of the course, have necessitated the preparation of new teachers' guides.

For the effective implementation of the 2-2 plan a guidance service in each secondary school has become necessary.

**Teachers' Guides** The following teachers' guides have recently been issued : (1) teachers' guide for the teaching of English, first and second years, (2) curriculum guide for general science for the first and second high school year; (3) curriculum guide for the teaching of arithmetic for the first year of the general secondary schools; (4) teachers' guide for Philippine community life; (5) experiences in science for grades I and II.

**Teaching Methods** Stress is now being laid on the aural-oral approach in learning a second language. A teachers' guide in English has been issued for this purpose.

The local dialects are now being used as the medium of instruction in grades I and II in the various linguistic regions.

Some secondary schools have started experiments with the core-type teaching, with social studies as the core. This is a phase of the so-called integrative technique.

**New Textbooks** Some months before the announcement of the revised educational programme in January, 1957, new textbooks had been approved by the textbooks board under the old general secondary curriculum for the following subjects : general science for the first year, general mathematics for the second year, plane geometry, advanced arithmetic and advanced algebra for the third year.

Under preparation by the Bureau of Public Schools are three volumes of the textbook " Philippine Prose and Poetry ", for the first, second and third years of the high school.

Under the revised Philippine educational programme, most of the present textbooks have to be changed. The preparation of the following books is being undertaken in line with the revised curriculum: (1) pre-primers and primers in the native languages for grades I and II; (2) a transition reader in English for grade III; (3) high school textbooks for arithmetic, Philippine community life and general science in the first year, general science, and Philippine history and government in the second year.

The books mentioned in (1) and (2) are being prepared by teams of teachers under the guidance of textbook writers in the Bureau. The other books will be prepared by private authors on special call by the textbooks board.

### TEACHING STAFF

**Teacher Training Curricula** With the implementation of the revised Philippine educational programme, emphasis is given in the curriculum to science and mathematics, and to vocational and community education. The different teacher training institutions (elementary and secondary level) are therefore modifying their curricula for teacher education.

**Primary Teacher Training** As planned in the national conference on teacher education held in Bayambang, Pangasinan, from 12th to 17th March, 1956, the following are the basic requirements in the curriculum for elementary teacher education: (1) four years' studies, (2) 149 lesson units instead of 197.

Courses in art education, practical arts, home economics and basic science are provided with two-hour periods, which count as only one unit in calculating courses.

Student teaching includes campus and off-campus teaching, observation, and participation in community service leadership.

**Secondary Teacher Training** Some modifications have also been made in the curriculum of the College of Education of the University of the Philippines, a state institution, to parallel those of the training schools for elementary teachers under the Bureau of Public Schools.

By an act of Congress the number of units of Spanish to be taken by education students has been increased from 12 to 24 as from the 1957-1958 school year. This is being seriously studied for possible legislative amendment.

In keeping with the trend of secondary education, courses in community schools and in human relations have been introduced.

As in regional training schools, the University of the Philippines, since the academic year 1956-1957, has embarked on a programme of practice teaching, observation, and participation in community improvement leadership for its student teachers. Selected high schools recommended by superintendents serve as laboratory schools for student trainees.

**Training for Vocational Education Teachers**

Since 1955-1956, all technical schools offering trade or agricultural curricula have required the following for vocational teachers in secondary schools: (a) four-year course leading to the degree of Bachelor of Science in industrial arts for teachers of industrial arts in the elementary school; (b) four-year course leading to the degree of Bachelor of Science in industrial education for teachers of industrial arts in the secondary school; (c) four-year course leading to the degree of Bachelor of Science in agricultural education for elementary or secondary teachers of agriculture.

To improve the quality of vocational teachers, in-service training through conferences and workshops was provided in 1957-1958.

**AUXILIARY SERVICES****Pupils' Health**

Generally, school children have improved very much in their habits and practices and in their attitudes toward health as manifested by their improved personal cleanliness and neatness, improved nutrition, periodic increase in weight and height, appreciation for the services of health personnel such as doctors, dentists and nurses, and the use of health clinics or dispensaries. A great majority of children now have suitable footwear. They have fewer physical defects and more physical endurance for work and play.

With the expansion and vitalization of the physical education programme, schoolchildren now enjoy more recreational activities. The general motor ability test was given for the first time to high school students.

No changes worth mentioning have occurred during the year in the kinds of food served at the 1,500 school lunch counters.

There seems to be a greater appreciation for milk. This is doubtless the result of the Unicef milk programme for the last ten years and of the CARE milk programme during a part of this year.

**School Psychology Services** School psychology services are being organized in every secondary school. The emphasis at this period is on the development of counsellor competencies and the training of guidance leaders in connection with the implementation of the 2-2 plan in the general high schools. Guidance services in the secondary schools help pupils in personality adjustment and in selecting courses and vocational subjects through home-room systems in each section and school year.

**Handicapped Children**

In order to develop competencies in dealing with handicapped children, a short-term summer class was conducted for the long vacation of 1958.



# POLAND

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

INTRODUCTION — ADMINISTRATION — *Administrative Reform* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — CURRICULA SYLLABUSES, METHODS — *Nursery Schools* — *Primary Schools* — *General High Schools* — *Vocational Schools* — *Vocational Guidance and Consultation Centres* — TEACHING STAFF — *Working Hours* — *Teachers' Courses* — MISCELLANEOUS — *Adult Education* — *Youth Organizations*

### INTRODUCTION

The 1957-1958 school year is the first year in which the resolutions adopted by the nation-wide educational congress, held in May, 1957, were applied.

The congress, organized jointly by the Ministry of Education and the Polish Teachers' Union, adopted resolutions for altering the entire system of education. The proposals aimed, among other things: (a) to reorganize school administration all levels, (b) to prepare reforms of school structure, (c) to extend the courses in the vocational schools and technical schools by one year, (d) to eliminate the overburdening of pupils by reducing the syllabus in individual subjects and decreasing the weekly time for study to 30-32 hours, (e) to adjust the curriculum to the age, needs, possibilities and interests of the pupils, and (f) to extend the time spent in school by rural children.

Some of the congress proposals have only just been implemented, others are still being discussed both in education journals and in the general press. For example, the problem of reforming school structure is still causing heated controversy between the advocates of various conceptions: 7 + 5, 8 + 4 or 10 + 2. The general education school system is at present 7 + 4 (7 years' primary school and 4 years' high school).

### ADMINISTRATION

**Administrative Reform** In an order of the Council of Ministers dated 18th April, 1958, boards of trustees were established in the provinces, subject to the praesidiums of the people's councils and the Ministry of Education. These boards assume the work of the district departments of education and the district vocational school boards.

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. Franciszek BIELECKI, Delegate of the Polish government.

Inspection boards were established in the counties and main cities.

Basic changes in the structure of school administration involve: (a) increasing the independence of the school administrative committee from the presidiums of the people's councils; (b) more dependence of the boards of trustees and inspectors on the Ministry of Education.

The new structure of school administration foresees a considerable decrease in the number of administrative committees both at provincial and county level.

This reorganization means that all forms of schooling, education and welfare for those between the ages of three and eighteen as well as all forms of educational activity for adults (schools and courses for adults, people's and workers' universities) come under one administration.

It is also worth emphasizing that the entire administrative reorganization aims at linking the tasks of education more closely with the needs of the community in a given area and at giving public opinion a chance to exert its influence in educational matters. That is why the Ministry of Education directives on internal reorganization and on the activities of the boards of trustees provide for the establishment of an advisory council to assist the head of the board of trustees. This council is to analyze and discuss the most important educational and organizational problems in the district and to present proposals on these questions. In addition to the head of the board of trustees, the council consists of the chairman of the district board of the Polish Teachers' Union and representatives from interested civic organizations and cultural and educational institutions.

**Budget** The budget of the Ministry of Education for 1958 increased by 543,433,000 zlotys (+ 7.3%). Over 50% of this sum was assigned to the development of primary education, in order to improve the working conditions of teachers and children.

In addition, an increase in the budget was planned for the development of special institutions, teachers' courses, vocational schools, boarding schools for general and vocational school pupils and preparatory agricultural schools.

**School Building** Investments for school construction rose by 598 million zlotys in 1958 (+ 64.7%).

In 1956, 2,166 primary school classrooms (+ 1,173) were built or reconstructed; in 1957, this figure rose to 3,339 rooms.

In addition 336 new classrooms were handed over to the middle schools in 1957.

The amount of school construction from state funds does not satisfy the tremendous needs in this field. A marked increase in the initiative of the community can be noted of late. In some provinces, spontaneous committees and associations have been formed which in the current year have been converted into a nation-wide association for school construction. The purpose of this association is to collect funds for the construction of schools through the active participation and support of the community. The Ministry of Education has worked out standard plans and plans for construction in stages, thus facilitating the work of the association.

## ORGANIZATION

**Quantitative Development** The following statistics show the development of educational establishments for the year 1957-1958:

	Schools			Pupils		
	1956-57	1957-58	Increase %	1956-57	1957-58	Increase %
Primary schools . . . . .	23,726	24,503	3.3	3,654,604	3,923,876	7.4
Seven-year primary schools (included in the above) . . .	(15,498)	(16,104)	(3.9)	(3,310,512)	(3,545,511)	(7.1)
High schools . . . . .	816	824	1	202,713	195,091	
Special primary schools . . .	300	306	2	32,401	34,406	6.2
Special high schools . . . . .	9	10	11.1	808	844	4.5
Teacher training schools . . .	199	194	—	58,817	54,061	—
Teachers' courses . . . . .	20	26	30	2,861	4,607	61
Higher teacher training schools	4	4	—	2,850	2,897	1.6
Adult education . . . . .	6,675	6,257	—	108,430	123,288	13.7
High schools for workers . . .	197	195	—	60,158	50,586	—
Children's homes and special institutions . . . . .	540	547	1.2	45,850	48,370	5.4
Vocational schools (primary and secondary) . . . . .	2,049	2,818	37.5	407,061	402,724	—
Art schools (primary and secondary) . . . . .	130	132	1.5	24,252	24,599	1.4

These figures show a significant increase in primary schools and teachers' courses. The significant growth of seven-year schools providing a complete primary course should be especially noted. The growth of these schools makes for a denser network, so shortening distances from home to school. As a result, 96% of all pupils have the opportunity attending seven-year schools.

The decrease in the number of teacher training schools and of students in them arises from the gradual elimination of these schools in favour of teachers' courses, which give higher professional qualifications. Teachers' courses follow on from the general secondary school course and last two years. Preparations are under way to extend these studies to three years.

The decreased number of students in high schools is a result of the decreased numbers of primary school leavers in 1954-1959, for this is the war generation, and is numerically very small. A significant increase in the number of primary school leavers and a consequent increase in the number of general high school and vocational school pupils will begin in 1960.

The drop in the number of young people attending high schools for workers and taking correspondence courses results from the many difficulties caused by working and studying at the same time.

The drop in the number of primary schools for workers shown in the statistics, is only apparent. Beginning with 1957-1958, all rural schools for workers with less than 40 pupils were changed into general education courses. In addition to this many forms of adult education were established, such as workers' and people's universities, etc.

Education for workers should improve basically since in the very near future parliament will adopt a new law obliging all young workers up to 18 years of age to study. Work establishments will be obliged to count the 12-18 hours' study per week as part of working time.

The possibility of conducting broad civic action to enable all citizens up to the age of 35 to complete a seven-grade school is also being looked into.

### CURRICULA, SYLLABUSES, METHODS

#### Nursery Schools

The Ministry of Education is working out a new programme of activities for nursery schools which are more varied and better adapted to the psychological development and needs of the child and the community. In this programme, major emphasis is on play. The new forms of work are being tested in experimental nursery schools, which are in continuous contact with higher pedagogical institutions.

Primary schools in rural areas have experimentally introduced pre-school activities for children of five and six. The purpose of this experiment is to facilitate the starting of school for rural children and to prepare them for learning and life in school.

Where no conditions exist for setting up a permanent nursery school, nursery school centres are organized once or twice a week for a few hours during which time teachers conduct all sorts of activities with the children. These centres play a positive educational role and show parents the significance of nursery school education.

#### Primary Schools

The immediate changes in the curriculum for the school year 1957-1958 are based on the proposals of the education congress as well as on the observations and suggestions amassed in the past few years.

The changes aim (a) to decrease the burden on pupils by reducing subject matter, (b) to adjust subject matter to the pupils' level of understanding and interests, and (c) to eliminate the rigid division of hours for different subjects.

In order to increase the influence of the teacher on his pupils, the classroom teacher in classes V to VII (also VIII to XI) has at his disposal one hour per week for special educational work.

The teacher is recommended to test the knowledge of the pupils at the beginning of the school year, especially in the lower grades, and apply special methods of work with groups of children who are retarded in their studies (repetition classes, equalization classes, etc.).

Much emphasis is placed on the correlation of subjects, especially in the lower grades.

An ordinance of the Minister of Education dated 15th April, 1958, introduces new curricula in the primary schools beginning 1st September, 1958. These schedules reduce the weekly number of class hours: in class I three hours less, in classes II, III and IV one hour less, and in class VII, two hours less; classes VI and VII have a maximum of 31 hours per week.

The allotment of hours for individual subjects in classes I and II is arranged as a form of educational guidance. It is planned in these grades, and especially in grade I, to relate activities in the Polish language and arithmetic to handwork, drawing and singing. Changes in the curricula of lower-level schools are also being introduced. At least three to four hours per week of individual work are provided for in grade I to the extent that this is possible.



Changes in the study of Polish language and literature were carried out in grades V to VII. Knowledge of the oldest period of literature was transferred to the curriculum for grade VII. The best world literary works for children were introduced as supplementary reading. The too detailed and difficult studies on literary theory and language were reduced. Emphasis was placed on preparing the pupil for intellectual work, for independent study and on the practical side of study.

In preparing the new grammar and spelling books for grades V, VI and VII, the observations and suggestions of teachers who tested them in practice were taken into account.

Relatively large changes were introduced in the history syllabus for grades IV-VII. A new history textbook was also prepared for class IV in harmony with the new syllabus and the pupils' age. In the syllabus for grades V-VII, the study of ancient history was eliminated; the pupils had great difficulty in assimilating material so remote in time and space. Now in preparation are new textbooks for grades V and VI.

There was also a decrease in the amount of ground covered in mathematics, and some difficult sections were transferred to a higher class. For example, in the syllabus for class VII, functions and similar figures have been eliminated and the study of equations limited. If necessary, possibilities are allowed for postponing the study of ratio and proportion from grade VI to grade VII. The number of hours for mathematics has been decreased in grade VII from five to four hours a week.

A colourfully illustrated arithmetic textbook has been issued for grade I.

A new physics syllabus and new textbooks were introduced in 1957-1958 for grades VI and VII.

The new chemistry syllabus worked out for grade VII emphasizes the practical application of chemistry to life and the economy. A new chemistry textbook has also been prepared for the class.

The new curricula for teaching Russian and West European languages in grades V-VII emphasize a practical command of the language.

Exercises designed for independent study by the pupil are allowed for in the new textbooks.

**General High Schools** More analysis of literary works and a more precise knowledge of the works of famous authors is called for in the curriculum for the study of the Polish language. The existing textbooks for the study of the Polish language were too difficult and intended rather for the teacher. In preparation, therefore, are new textbooks for grades VIII to XI which include an anthology of works, guide books for pupils containing explanations, questions, analyses of the works discussed, etc.

Changes and reduction of material in the history syllabus for grades VIII-XI were introduced to maintain a proper balance between the material on general history and on Polish history. New general history textbooks were prepared for grades VIII, IX and X.

In class XI the study of the constitution was replaced by a course on "Poland and the contemporary world".

In addition to the existing publications on general pedagogy and on the different subjects (every subject of study has its own publication devoted to the problems of methodology for this subject) two new publi-

cations were issued in 1957-1958: "The Centuries Speak", a sort of historical magazine for school children, and "Multi-Grade Classes", a publication devoted to the problems of these classes.

Many changes were introduced in the foreign language syllabuses. New curricula and textbooks for grade III were prepared for French, English, German and Latin.

A new biology syllabus was introduced for grade XI in 1957-1958, eliminating a great many unessential or difficult problems. The new syllabus contains a basic knowledge of genetics. A new biology textbook for grade XI is now being prepared.

In some schools elementary philosophy has been introduced experimentally. A competition has been organized to draw up a syllabus and textbook for this subject, but its introduction is dependent on training teachers for this field and preparing a good textbook.

#### **Vocational Schools**

In accordance with the proposals of the education congress, studies in vocational schools have been extended from two to three years and those in technical schools from four to five years. New curricula have been worked out for these grades, reducing less important material and establishing a new relationship between general education and vocational subjects. The number of hours for Polish language, history, physics, mathematics, chemistry, etc. has been increased. A vocational education conference, which will last for a few days, will be held in December, 1958, to discuss existing conditions and needs of the vocational schools, the curriculum and textbooks.

#### **Vocational Guidance and Consultation Centres**

Up to 1957, all provincial capitals had information centres for vocational guidance. In March 1957, vocational guidance centres were organized in the four largest cities. Today, twenty such vocational guidance centres exist.

In addition to vocational guidance centres, community guidance centres dealing with problems of bringing up children are gradually being established throughout the country. These are conducted by the Association of Friends of Children with the active cooperation of school authorities. The basic task of these centres is to advise parents on difficult individual problems of bringing up children and to help parents avert failure at school. The staff of these centres include a leading social pedagogue, a highly qualified psychologist with experience in social work and an instructor who specializes in problems of bringing up and caring for children. As these centres develop, doctors and lawyers specializing in family law are to be employed.

### **TEACHING STAFF**

#### **Working Hours**

A resolution of the Council of Ministers dated 18th April, 1958, reduces the number of teaching hours per week for primary school teachers from thirty to twenty-six.

#### **Teachers' Courses**

In order to increase the professional qualifications of teachers, the number of students admitted to the training schools will be decreased, while the network of teachers' courses will be increased.

There also exists a correspondence course system for teachers in service. Teachers in primary schools who have only secondary level pedagogic training can complete their education by taking correspondence courses or by enrolling as an extension student at the university.

Teachers taking correspondence courses work reduced hours, receive paid leave for 6 to 12 months to prepare for their degree examination and free board and lodging during the examinations.

#### MISCELLANEOUS

##### **Adult Education**

A two-week seminar on adult education, convened by the Polish National Commission for Unesco, took place in Warsaw in September, 1957. Thirty-five delegates from fourteen European countries participated. This was the first meeting of specialists on adult education from different European countries to be held in Poland since the war.

During the seminar a wide range of problems were discussed, such as: organization and methods of popularizing the natural and exact sciences and social science, boarding schools for adults (people's universities), school forms for adult education (primary and middle schools for adults), etc.

##### **Youth Organizations**

An important educational role is played by the youth organizations: the Polish scouts, the socialist youth union and the rural youth union.

These organizations, employing specific methods in keeping with the age and environment of their members, are an important aid to the schools and teachers in their work of educating young people. Each of these organizations brings up its members in the spirit of progress, mutual respect between peoples and nations and in the spirit of democracy and socialism.

## PORTUGAL

### EDUCATIONAL PROGRESS IN 1957-1958<sup>1</sup>

ADMINISTRATION — *Budget* — PRIMARY EDUCATION — *Budget* — *School Building* — *Quantitative Development* — *Teaching Staff* — *Canteens and School Funds* — VOCATIONAL AND TECHNICAL TRAINING — *Budget* — *School Buildings* — *New Schools* — *Enrolment* — *Teaching Staff* — *Statutory Changes* — *Agricultural Training* — *Technical Training Bureau* — SECONDARY EDUCATION — *Budget* — *School Building* — *Quantitative Development* — *Teaching Staff* — *Teacher Training* — *Control of Private Schools* — HIGHER EDUCATION AND FINE ARTS — *Budget* — *Building* — *Numbers* — *Reforms* — MISCELLANEOUS — *National Institute of Physical Education* — *Education in Overseas Provinces*

#### ADMINISTRATION

**Budget** The Ministry of Education was allocated a sum of 720,836,006 escudos in the state budget for 1958; this represents an increase of 15,893,809 escudos over the amount for the previous year.

To this must be added the sums included for school buildings provided for in the budget of the Ministry of Public Works, amounting to 289,480,000 escudos.

As in 1957, a sum of thirty million escudos, for the re-equipment of laboratories and secondary schools with educational material, has been allocated in addition to the ordinary credits.

#### PRIMARY EDUCATION

**Budget** The state has allocated for 1958, 312,716,432 escudos for primary education, representing an increase of 6,646,544 escudos over the amount for 1957.

**School Building** In 1957, 354 school buildings with 632 classrooms were completed. Up to 31st May, 1958, 130 new buildings with 241 classrooms have been completed. There are now 627 buildings with a total of 1,436 classrooms in course of construction.

**Quantitative Development** On 31st December, 1957, 21,827 official primary schools were in use.

The number of pupils enrolled in 1958 reached 852,506, of whom 811,018 were in official schools and 40,588 in private schools, an increase of 11,545 pupils over 1957. Measures making primary school compulsory were maintained and strengthened. Less than 1% of the children of school age do not attend school.

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mrs Maria Irene LEITE DA COSTA, Delegate of the government of Portugal.



**Teaching Staff** In December, 1957, there were 15,640 teachers, 2,733 of whom were men and 12,907 women. To these figures must be added 6,936 auxiliary teachers (231 men and 6,702 women). In 1957, 1,385 diplomas were awarded to teachers. In December, 1957, there were 2,213 students (301 men and 1,912 women) in the teacher training schools.

**Canteens and School Funds** In 1956-1957 there were 1,144 canteens serving 86,131 pupils. At that time there were 12,465 school funds providing assistance for 544,674 pupils.

### VOCATIONAL AND TECHNICAL TRAINING

**Budget** The budget provides 106,753,976 escudos for vocational and technical training, an increase of 3,441,894 escudos over 1957.

**School Buildings** Eleven new buildings have recently been inaugurated. There are now 20 others in course of construction.

**New Schools** Five new technical schools have been created: the industrial and commercial schools at Barcelona and at Loulé, and the industrial and technical schools at Montijo, Pombal and Torres Vedras. In October, 1958, four new technical elementary schools are due to open (those of Vila Franca de Xira, Vila Real de Santo Antonio, Moura and S. Joao de Madeira).

**Enrolment** This year, 54,672 pupils attended official technical schools, an increase of 6,701 over 1956-1957. To this must be added 6,642 attending private schools.

**Teaching Staff** There were 2,466 teachers in the official vocational and technical schools, 943 of whom were women.

**Statutory Changes** By law decree No. 1177 of 8th July, 1957, some modifications were introduced into the industrial and commercial teaching statutes approved by decree No. 37029 of August, 1948.

**Agricultural Training** Elementary agricultural training has been the subject of a law-decree the importance of which must be emphasized. This decree prescribes the bases of the systematic organization of training in agriculture, for which the general outline is identical to that for industrial and commercial training. Prolongation of training after primary school is assured, so as to give the agricultural training best suited to young men and women from rural areas.

The above-mentioned law has instituted complementary courses for agricultural apprenticeship, elementary refresher courses and training courses. The complementary courses for agricultural apprenticeship are given in rural districts as a prolongation of primary school. Attending these courses are boys and girls who have passed their fourth year examinations. Instruction is in the hands of primary teachers and specialized rural instructors. The schools of agriculture and other regional agricultural

organs give technical assistance. The course includes general and vocational subjects and is distributed over four years. The general courses are identical for the whole country (mother tongue, history of Portugal, arithmetic, geometry, natural science, drawing), whilst the vocational training is arranged according to the characteristics and requirements of rural life in the place where the courses are held. This training is free.

The elementary refresher courses are for adult agricultural students. They are also free.

The vocational training courses are given in practical schools of agriculture in which future farmers can acquire the essential scientific and technical grounding. There will be at least one of such schools in each province. The curriculum includes a preparatory stage lasting two years, followed by a vocational stage also of two years. The course finishes with a minimum of six months' practical work. These schools will also prepare their pupils for entering teacher training colleges for agriculture if they so desire. Refresher courses are organized there and they will also be centres for the study of agricultural matters of interest to the particular region.

A practical school of agriculture has just been created at Mirandela.

In the town of Covilhã a foundation has been created known as the farm-school of Lageosa (Escola-Quinta da Lageosa), which aims at practical teaching of agriculture. It is an institution set up by voluntary effort but backed by the State and subject to state regulations. In addition to the three-year courses for training future farmers, the school will organize practical refresher courses and will give the local farmers the assistance they require compatible with its organization.

The course is chiefly intended for sons of land-owners or families working in agriculture, but other pupils may be admitted, particularly boys who are wards of the Board of Guardians. To be eligible for admission applicants must have passed the fourth year primary examination and be at least 15 years of age. The school is a boarding, semi-boarding and day school. Poor scholars are admitted free of charge. The work of pupils is remunerated. At the end of the course, the pupils spend some time as specialized probationers under the guidance of the school.

In connection with the school there will be pilot agricultural exploitation of a regional character serving for research or demonstration on local problems, and for spreading knowledge of interest to farmers regarding cattle breeding.

**Technical Training Bureau** A technical training bureau has been set up within the general directorate of vocational and technical training to decide on the curriculum and organization most suitable for work in the workshops of the industrial training schools, so that the vocational training of pupils may continue to improve (law-decree No. 41464 of 20th December, 1957).

## SECONDARY EDUCATION

### Budget

For secondary education, a sum of 71,254,632 escudos was allocated in the state budget, which is 4,230,340 escudos more than the previous year.

**School Building** An extensive project approved by the Ministries of Public Works and National Education (law-decree No. 41573 of 28th March, 1958) provides for the construction of new buildings for secondary schools the cost of which will amount to 190 million escudos. The project will take about eight years to complete. This measure was called for by the unprecedented increase in secondary school numbers during the last few years.

**Quantitative Development** A certain number of secondary schools which had only the first and second stages have been extended to include the third stage (secondary schools of Mortas, Viana do Castelo, Póvoa do Varzim Lamego, Leiria, Portalegre).

This year, 36,649 pupils were receiving official secondary education, 19,043 boys and 17,606 girls; 39,412 pupils (19,204 boys and 20,208 girls) were receiving private education.

**Teaching Staff** There are 1,204 secondary school teachers of whom 655 are women. In 1956-1957 there were 1,145.

**Teacher Training** To carry out the training period for teachers, one of the training schools in the city of Oporto has been converted into a teacher training lycée (law-decree No. 41273 of 17th September, 1957 and law-decree No. 41670 of 9th June, 1958). The country therefore now has three such schools (Lisbon, Coimbra and Oporto). A number of regulations for facilitating the entrance of candidates to a probationary term have also been adopted.

**Control of Private Schools** Some modifications have been introduced into the private school system. The most important is that authorizing the holding of examinations in the school itself, with examiners equivalent to those in public secondary schools.

## HIGHER EDUCATION AND FINE ARTS

**Budget** A sum of 134,972,422 escudos has been allocated in the state budget for higher education. The increase compared with the previous year is 5,964,533 escudos.

**Buildings** The new building for the law faculty of Lisbon University has been opened.

**Numbers** Universities in Portugal were attended by 17,520 students (12,138 men and 5,382 women). In 1956-1957 there were 11,226 men and 5,072 women.

**Reforms** At the end of 1957 a reform was promulgated for the arts faculties (law-decree No. 41341 of 30th October, 1957). This reform took into consideration the three aims of teaching in arts faculties, i.e. the forming of an elite in the field of letters and classics, the training of secondary school teachers, and the initiation and development of scientific research in the branches taught. The reform influenced not only the framework of subjects and the courses for degrees, but also the examinations and the doctorate requirements.

The period of study for a degree has been raised from four to five years; the last year includes a small number of branches and is devoted to research and elaboration of a final thesis for the degree. The degree is granted after defending a thesis on a subject in the branches of the group. Doctorate requirements are the defence of a thesis and two oral examinations.

Reform in the higher schools of fine arts in Lisbon and Oporto was promulgated by decree of November, 1957 (decree No. 41363). The courses in these schools are in architecture, general and complementary courses in painting and in sculpture. The former lasts six years and the two others five years. Besides these, schools may organize refresher courses, specialization courses, modernizing of art exhibitions, lectures, etc. Registration for the course in architecture is preceded by an entrance examination, identical to that for entering the universities. There is also an examination for entrance to the course in painting and sculpture. The same decree contains regulations for the recruitment of teachers as well as other rules concerning the administration of the schools.

A law-decree published on the same occasion (No. 41362) establishes the composition of staff and at the same time fixes their remuneration scale.

#### MISCELLANEOUS

##### **National Institute of Physical Education**

The National Institute of Physical Education's new programme of study was promulgated by law-decree No. 41447 of 17th December, 1947. The new course deals especially with training for teachers of physical education, which lasts for three years followed by a probationary period of one year. The Institute may also organize courses for leaders and instructors in physical education.

##### **Education in Overseas Provinces**

With a view to co-ordinating cultural and training activities and their respective services in accordance with the national programme of which they are an integral part, an important certificate has been issued establishing the fundamental principles governing the orientation of public education in overseas provinces. Law-decree No. 41472 of 23rd December, 1957, deals with the directing services on the one hand, and the inspection services on the other. Emphasis must be laid on the close liaison between the Ministry of Overseas Territories and the Ministry of National Education in the organization of these school activities. Governments of the provinces exercise control through provincial education directors and various bureaux. Each province possesses a public education council and technical commissions.

In October, 1958, three technical and vocational schools will be opened in overseas provinces, the industrial and commercial schools of Malaga, Cabo Verde, and Silva Porto.

The secondary institute of Bissau, founded some ten years ago with the support of the authorities of the province, was officially recognized and converted into a secondary school with three stages.

An important decree (No. 41536 of 24th February, 1958) deals with the organization of institutes for medical research set up in 1955. These institutes remain closely bound to the Institute of Tropical Medicine.



# RUMANIA

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

INTRODUCTION — ADMINISTRATION — *Control* — *Budget* — *Scholarships* — *School Building* — QUANTITATIVE DEVELOPMENT — *Pre-Primary Education* — *General Education* — *Special Schools* — *Teacher Training Schools* — *Training of Workers and Medium Technicians* — *Education of National Minorities* — *Higher Education* — ORGANIZATION — *Changes in Structure* — CURRICULA, SYLLABUSES, METHODS — *Changes* — TEACHING STAFF — *Increase in Numbers* — *Further Training* — *Status* — AUXILIARY SERVICES — *Physical Education* — *Work for Youth*

### INTRODUCTION

It is ten years since the educational reform in the Rumanian People's Republic, an act which gave a new trend to the educational system of all grades. Education then became state education, an equal right for all citizens.

With the important objectives of socialist construction in view, the educational system has been greatly developed : new school units have been set up and the structure of the existing ones has been broadened in order to enable all children of school age to attend school and to ensure the necessary staff of skilled workers, as well as medium and higher personnel for the national economy and culture.

Education has been invested with a new realistic and scientific content, with a view to providing a thorough general culture and a sound professional training. Concurrently, greater stress has been laid upon the study of various techniques and upon establishing a connection between education and industrial and agricultural production.

### ADMINISTRATION

#### **Control**

With a view to greater efficiency in school control, beginning in the 1957-1958 school year, some general inspectors were given the task of dealing exclusively with the contents and methods of education. Consequently, as well as general inspectors, there are at present inspectors for every subject. The results obtained so far are satisfactory.

#### **Budget**

The 1958 state budget for the entire educational system shows a 7% increase over 1957. These funds have made it possible for a larger number of children to attend schools, and have enabled the development of the equipment of educational establishments of every grade.

<sup>1</sup> From the report submitted to the XX1st International Conference on Public Education by Mr. Stefan BALAN, Delegate of the Rumanian government.

General culture schools, teacher training schools, and vocational, technical and foremen's technical schools under the people's councils are subsidized from the budget of the executive committees of the regional people's councils. The vocational, technical and foremen's technical schools of the different ministries are subsidized by the respective ministries.

Higher educational institutes are subsidized from the budget of the Ministry of Public Education and Culture.

**Scholarships** Of the total number of students, 54% receive monthly scholarships enabling them to pay for their board and lodging and meet personal expenses. The students who distinguish themselves in their studies receive larger scholarships and allowances for exceptional merit.

**School Building** To make it possible for the ever growing number of children to attend school, both the Ministry of Public Education and Culture and the executive committees of the people's councils have taken steps this year designed to extend and improve the material basis of education, especially by increasing the number of classrooms. On 1st September, 1957, another 992 schoolrooms with a capacity of 40 pupils each were made available.

In the 1957-1958 academic year, the building and fitting up of new students' hostels continued. Three more students' hostels were built and made available at Iasi and Cluj, with a capacity of 900; the new students' hostel in Stalin City houses 258 students.

A sum of 15,468,000 lei has been allocated under the budget for the management of the hostels and canteens of higher educational establishments.

## QUANTITATIVE DEVELOPMENT

**Pre-Primary Education** Compared with the 1956-1957 school year when the number of pre-primary institutions had risen to 6,527 and the number of pupils to 276,673 the 1957-1958 school year had 6,641 pre-primary schools attended by 281,141 children. It should be mentioned that in 1938 there were only 1,577 schools attended by 90,787 children.

**General Education** The number of four-year elementary schools rose from 15,920 to 16,050 and the number of schoolchildren from 1,296,074 to 1,375,012. The decree of July, 1956, on improving general education envisages important measures for its development under the second five-year plan, to keep pace with the swifter pace of development of the economy, science and modern techniques. The main aim of the second five-year plan is the gradual extension of seven-year primary education to all.

As against 1956-1957 the number of schools with fifth, sixth and seventh classes has increased from 4,603 to 4,652, and the number of pupils in these classes from 407,382 to 438,039.

An increase has also been marked in the number of pupils who have registered in the fifth class after completing the four elementary classes.

Secondary education likewise continues to develop, thanks to the favourable conditions that have been created; in 1956-1957, 342 schools

were functioning with 84,344 pupils, compared with 369 schools attended by 85,619 pupils this year.

An increase has moreover been marked in the number of general culture evening schools and evening courses for young people in town and country. The number of evening schools and courses attached to general culture schools has risen from 248 to 291, and the number of pupils (working people studying without ceasing to work) has increased from 40,700 to 50,545.

#### **Special Schools**

The number of special schools (for the deaf and dumb and the partially deaf of the first and second category, special classes for the deaf and dumb whose mental development is retarded; schools for the blind, special classes for the blind whose mental development is retarded) rose from 25 to 28, and the number of pupils from 3,443 to 3,667.

#### **Teacher Training Schools**

Thirteen teacher training schools and twelve six-year sections were set up to train teachers for pre-primary classes and four-year elementary schools where tuition is given in the languages of the national minorities. Graduates from seven-year elementary schools are accepted in such schools if successful in a competitive examination.

These schools have superseded the four-year teacher training schools which are now being abolished.

At the same time the training of teachers for four-year elementary schools is being continued in the two-year teachers' institutes set up in 1956-1957. The institutes can be attended by secondary school leaving certificate holders who have passed a competitive examination.

#### **Training of Workers and Medium Technicians**

The training of skilled workers and of medium technical personnel required by the country's economy and the public health and cultural services has likewise been developed, especially since the educational reform of 1948.

In 1938 there were only 224 vocational schools attended by 39,250 pupils, and 142 technical schools with 14,746 pupils, while at present there are 409 schools for the training of workers, attended by 92,894 pupils, and 221 schools for training medium technical staff, numbering 26,415 pupils.

From 1948-1957 the vocational and technical system provided the different sectors of the country's activity with over 375,000 skilled workers.

There are now 371 vocational schools with 90,427 pupils.

Trade schools and agricultural schools were set up in 1957-1958, with a view to training skilled workers for community trades (blacksmiths, mechanics, locksmiths, roofers, tailors, farmers, gardeners, vine-growers, etc.). These three or four-year schools are attended by pupils from seven-year elementary schools. The pupils who have attended trade schools and agricultural schools receive a diploma in their trade which is equivalent to the diploma of the vocational schools. In 1957-1958, 29 trade schools with 2,225 pupils and 9 agricultural schools with 242 pupils were set up; in the next few years the network of this type of school will be considerably extended.

The number of technical schools training skilled workers, and of technical schools training technical staff (open to secondary school pupils

who have successfully matriculated) rose from 64 (6,015 pupils) to 77 (8,263 pupils). Twenty of these schools are technical workers' schools (1,738 pupils) and the remainder are technical schools training technical personnel.

Apart from these types of school, there are also 56 technical and art schools admitting pupils from seven-year elementary schools and even children from the age of seven. Thirty of these are art schools, attended by 6,619 pupils. The remaining 26 are technical schools attended by pupils from seven-year elementary schools. They are being gradually abolished as they are superseded by technical schools for pupils from general culture secondary schools.

The number of pupils in foremen's technical schools has risen from 6,655 to 7,773, that is by 16.8%.

Attached to the technical schools and the foremen's technical schools are evening and correspondence courses. In 1957-1958, 4,728 pupils attended courses attached to foremen's technical schools, while 3,000 pupils attended those attached to technical schools.

#### **Education of National Minorities**

To ensure full equality of rights to national minorities, education in the fifteen languages spoken by these minorities (Hungarian, German, Ukrainian, Russian, Serbian, Bulgarian, Slovak, Turkish, Tartar, Armenian, Croat, Greek, Czech, Polish and Yiddish) was further developed. The number of pre-primary schools and of general culture schools of this type increased from 3,099 schools and 339 departments to 3,146 schools and 349 departments, and the total number of pupils from 266,130 to 267,939.

As regards vocational and technical schools with tuition given in the languages of the national minorities, their number reached 88, attended by 7,230 pupils.

Over 6,000 adults belonging to the national minorities have registered for evening and correspondence courses in their mother tongue.

It should be mentioned that the number of schools where tuition is given in the languages of the national minorities, as well as the number of pupils attending such schools, has been included in the total figures given above for the different types of school.

The most numerous national minority, the Hungarians, possesses six higher education institutes with twelve faculties where graduates from secondary schools may take up higher studies in their mother tongue.

#### **Higher Education**

The constant concern of the State for the training of highly qualified specialists is reflected in the important measures taken in the 1957-1958 academic year under the decree of June, 1957, on the improvement of higher education.

While consolidating and developing the results of the reform of 1948, the decree opens up prospects of progress for higher education. It lays great stress on the constant raising of the scientific level of education and the closer connection between higher education and industry, transport, agriculture and trade, as well as artistic, cultural and educational activities. It emphasizes the necessity of training specialists with a wider range of knowledge, in keeping with the development of the country's economy and culture.



This year 36 higher educational institutes have been functioning with 98 faculties attended by 51,094 students, of whom 2,474 attended institutions where tuition is given in Hungarian. In addition, 29,825 students have been registered for correspondence and evening courses attached to higher educational establishments.

This total of 80,919 students is almost double the number who attended the different faculties in the 1948-1949 academic year, the first year of the educational reform, and nearly three times the figure for 1938-1939 (29,489 students).

### ORGANIZATION

**Changes in Structure** The following changes were recorded in the structure of education during the 1957-1958 school year.

The four-year teacher training schools are being gradually superseded by six-year schools training teachers for the first four elementary classes. Such schools admit pupils from seven-year elementary schools who have passed a competitive examination.

One more year of study was added for certain trades requiring a longer training. Attendance at certain technical schools (radio and television repairs, watchmaking, precision mechanics, architectural techniques, etc.) has been prolonged from two to three years.

The length of the course in art schools (music, fine arts, dancing) has been increased from 11 to 12 years.

With a view to ensuring a more thorough training, both professional and academic, the number of years' study has been increased from four to five in university teacher training departments.

In higher technical education establishments, at faculties of agriculture, construction and mining, the number of years' study has been increased from five to five and a half by the introduction of practical work in production prior to studies.

Sections have been set up within the higher educational establishments (the polytechnic and the university) for training specialists in new spheres of science and technology. More foreign language departments have been opened in universities, as Spanish, Turkish, Tartar, Chinese and Arabic are now being studied. Moreover new philosophy and education departments have been set up.

### CURRICULA, SYLLABUSES, METHODS

**Changes** The debates which preceded the decree of July, 1956, on improving general education, brought out the fact that the time-tables of general schools were too crowded. New curricula, syllabuses and textbooks were consequently considered necessary.

In 1956-1957, new plans were drawn up, to be given a definite form and improved in 1957-1958. Another hour a week was devoted to the study of the Rumanian language (or the language of the respective national minority) in the first four elementary forms. The study of classical languages, especially of Latin, has been developed. Latin is now being studied in classes VIII to XI and in the first and second years of teacher training schools. All foreign languages of world importance (Russian,

French, English, German, etc.) are being taught in general schools, beginning with the second stage (classes V-VII) to be continued in secondary schools (classes VIII to XI). In teaching foreign languages, extracts from outstanding classical works in the respective languages are used.

The curricula for general schools now include the teaching of political economy (two hours) in the tenth class instead of geography (two hours) which will be taught in the newly introduced eleventh class. It should be mentioned here that geography is one of the subjects that have to be taken for matriculation so that this change will make it easier for pupils to prepare for this examination.

The new curricula lay greater stress on the study of history, geography and literature. Apart from national problems, a study is made of historical developments, and the economy and culture of the peoples of Europe and other continents.

For the 1957-1958 school year new textbooks have been worked out for the sixth and ninth classes in accordance with the change from ten years' study to eleven. The scientific and educational level of these textbooks has improved.

The teaching of music in the first four elementary classes was organized on a new basis. It aims at making the pupils perceive the elements of melody, rhythm and harmony.

New curricula have been worked out for the six-year teacher training schools. The subjects to be taught during the first four years are in the first place general culture subjects (Rumanian or the respective mother tongue, history, mathematics, natural science, geography) as well as those belonging to special training (human anatomy and physiology, general psychology, educational psychology, etc.) Moreover, in the first years of study, special subjects have been introduced such as calligraphy, singing, drawing, handwork.

The curricula and syllabuses for trade and agricultural schools are similar to those of vocational schools, though certain new subjects concerned with general culture and general technology were developed last year, including chemistry, economic geography, technical mechanics, electrotechnics, etc.

The length of the school year in vocational, trade and agricultural schools has been reduced to thirty-five weeks, the spring holiday being lengthened to two weeks and the summer holiday to a month and a half.

The number of theoretical classes per day has been brought down from six to five, and in the third year the number of days devoted every week to theoretical education has been increased from one to two.

Practical education takes up six hours a day in the first and second years and during the first term of the third year, and eight hours a day during the second and third terms of the third year. For trades requiring two years' study, practical work also takes up eight hours a day during the third term of the second year.

The number of mathematics classes has been increased and physical education has been introduced in the third year for an hour a week.

In technical schools admitting pupils from general secondary schools, education has undergone no essential changes compared with the preceding year, though they now provide new subjects previously taught in vocational schools, and whose high technical level required improved standards,

such as hospital nursing, children's nursing, assistant chemists, veterinary medicine, mechanics for the chemical industry, etc.

In foremen's technical schools, the school year has been divided into terms instead of half-years and the curriculum now lays greater stress on certain subjects such as physics and chemistry.

Forty more textbooks were composed for vocational schools in 1957, and another 26 for technical schools and foremen's technical schools.

The curricula for six-year schools for schoolmistresses are the same as those for schoolmasters, but stress has been laid on the subjects and activities specific to the training of kindergarten teachers.

The Ministry of Education and Culture supplemented measures for the improvement of curricula and syllabuses by directions to schools (co-ordination of activities in school and home-work, the drawing up of time-tables, of teachers' plans for lessons, etc.) as well as by directions given on textbooks. At the same time the teaching staff have been recommended to increase their personal contribution in the teaching of the syllabus.

In some branches of higher education, new curricula are intended to ensure closer links between higher education and practice and a broader outlook among the highly qualified experts, and to avoid overcrowding the students' time-tables. At the same time stress has been laid on the study of economics and not only of the specific technology.

With a view to improving the students' practical training, greater stress has been laid on work in laboratories and workshops and on experimental activities.

The curricula include many new courses, either optional or compulsory, in the latest fields of world science and technology.

To avoid overcrowding the students' time-table, certain courses have been fused and the number of examinations reduced.

During this academic year, wide debates were organized with specialists within the higher education systems and in production, for improving the syllabuses particularly in specialized subjects.

The 1958 plan of the Ministry of Public Education and Culture for the publication of textbooks, courses and auxiliary teaching material (collections of problems, laboratory work, method guides, etc.) provides for the publication of three hundred new titles.

### TEACHING STAFF

#### **Increase in Numbers**

In 1957-1958, the teaching staff increased to keep pace with the increase in the number of schools and schoolchildren, rising from 10,201 to 10,467 for pre-primary education, from 48,252 to 49,974 for the first four elementary classes, and from 40,576 to 40,722 for classes V to XI of secondary schools and for teacher training and special schools.

#### **Further Training**

During 1957-1958, further possibilities have been offered to teachers to participate in further training schemes (courses held every five years, teachers' circles, annual conferences, etc.) with a view to raising their professional and teaching standards.

The Ministry of Public Education and Culture has also been concerned with raising the standards of vocational and technical school staff. Great

efforts have been made to draw into the educational system engineers and technicians possessing experience and an aptitude for teaching. The same is true for higher education.

**Status**

The State is greatly concerned with improving the living conditions of teaching staff. As from April, 1958, the salaries of all members of the teaching staff in higher educational establishments below lecturers have been considerably improved. In order to stimulate scientific research, salary increases have been granted to all members of the teaching staff possessing higher scientific qualifications, particularly the degrees of Candidate of Science and Doctor of Science.

**AUXILIARY SERVICES**

**Physical Education**

During 1957-1958, physical education taught by qualified teachers was introduced experimentally in the first four classes of thirty-six elementary schools.

Sports sections have been attached to six eleven-year secondary schools whose time-tables now include 6-10 hours' physical education a week.

National school championships have been organized in athletics, gymnastics, volley-ball, basket-ball and hand-ball, as well as in swimming and skiing for secondary school pupils, and Spartacus Games for young pioneers and elementary school pupils. Six sports camps are to be organized for the best pupils during the holidays, as well as international sports competitions in athletics, basket-ball, volley-ball, and swimming, to which schoolchildren from Bulgaria, Greece, Yugoslavia, Turkey and Albania are invited (Balkan Games).

In higher education, the "Science" sports association and the physical education staff organized intensive activities during the 1957-1958 academic year, especially in the sphere of athletics and swimming, as well as sports contests in the different branches of sport between the students of the various faculties.

**Work for Youth**

In the 101 young pioneers' houses and in the Bucharest young pioneers' palace, activities are being carried on in clubs, choral societies, excursions, etc. The aim is to develop the children's love for their homeland and for their country's history, and enable them to know its beauty. The experimental botanical gardens of the young naturalists in Timisoara make a remarkable contribution towards developing schoolchildren's interest in agricultural work and improving their knowledge of natural science.

For pupils of classes VIII to X, the Society of Historical and Philosophical Science and the Society of Mathematics and Physics have organized a Rumanian literature competition and the Olympic contests for mathematics and physics. These are national events including local and regional stages.

An important contribution to the education of Rumanian schoolchildren and students has been made by the special civic organizations for youth such as the young pioneers' organization for children of nine to fourteen years, the working youth union for schoolchildren and students of fourteen to twenty-six years, and the students' associations within the different higher education institutes.



## SAUDI ARABIA

### EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

*Inspection — Budget — School Building — Quantitative Development — Secondary Education — Teacher Training Institutes — Curriculum and Syllabus Reform — Primary Curricula — Teacher Training Institute Curricula — Secondary School Curricula — Technical School Curricula — Textbooks — Examinations — Teacher Training — University Education — Education Conference — Pupils' Health — Social Services*

**Inspection** The Ministry of Education has given great importance to technical inspection. The number of primary inspectors called "section inspectors" has been increased from six to twelve. The Ministry is planning to extend the system of section inspectors gradually to the other educational zones whenever technically possible. In addition the Ministry has increased the number of general inspectors in primary education from two to three. General inspectors are responsible for the supervision, follow-up and evaluation of the section inspectors' work. The headquarters of the general inspectorate is the department of primary education at the Ministry of Education.

In secondary education and in teacher training institutes inspection is based on subjects. The number of subject inspectors last year was four; this year it is fourteen.

The Ministry has taken into consideration the recommendations of the XIXth session of the International Conference on Public Education, held in Geneva in 1956, concerning inspection, its aims, structure and organization, and the duties of inspectors.

In technical education the number of inspectors remained the same as last year.

**Budget** The budget of the Ministry of Education amounts in 1958 to 88 million Saudi dollars (£ 1 — 10 Saudi dollars; 1 American dollar = 3.75 Saudi dollars). Last year's budget totalled 76,600,000 Saudi dollars, an increase of 14.9% over the previous year.

**School Building** This year the Ministry has established 25 primary schools and also a school building department to build schools according to the needs of the different zones and communities and to look after the maintenance of existing schools. Moreover, some of the large educational zones have their own architects and technicians responsible for the maintenance of the schools in their area.

**Quantitative Development** The following statistics show the numbers of schools, pupils and staff in 1957-1958:

<sup>1</sup> From the report submitted to the XXth International Conference on Public Education by Mr. Nassir MANKOUR, Delegate of the government of Saudi Arabia.

	Schools	Pupils	Staff
Primary education . . . . .	541	68,790	3,241
Secondary education . . . . .	34	3,707	450
Technical education . . . . .	4	362	92
Secondary institutes . . . . .	3	847	65
Teacher training institutes . . . . .	28	1,052	85

**Secondary Education** This year secondary education has been divided into two stages: the intermediate school for three years, and the secondary school proper for three years. Each stage has its own schools.

This change aims at solving the various problems resulting from having in one school a very wide age range.

**Teacher Training Institutes** The duration of study in these institutes is three years. Students are admitted after completion of their primary schooling to further their general knowledge and study elementary pedagogy and psychology beside their practical training in primary schools during the last two years.

It has been decided this year, in the light of a comprehensive study, to organize a complementary course of two years for students who excel in their work. These are not promoted to the second year unless they distinguish themselves in the first year.

**Curriculum and Syllabus Reform** This year, the Ministry formed different committees to study the present curricula and syllabuses with a view to relating them more closely to the environment. This study embraced all types of schools. The recommendations submitted by these committees have been approved and will be implemented next academic year, 1958-1959.

**Primary Curricula** Some of the proposed recommendations are the following: (a) increasing the number of periods for physical education from one per week in the last three years, to four per week for the first and second years, and two for the last four years; (b) introducing nature study and elementary science in primary schools for two periods per week during the first four years, and three periods per week during the last two years; (c) introducing drawing and manual work for three periods per week throughout the first four years and two periods per week for the fifth and sixth grades; (d) including songs and hymns in the Arabic language lessons.

**Teacher Training Institute Curricula** Drawing and manual work have been introduced in the training programmes for teachers. One week has been wholly devoted to practical training for second year students and two weeks for third year students. This system was not yet in force in 1957-1958. Courses in principles of education and educational psychology have been revised and adapted to the standard of students.

**Secondary School Curricula** The Arabic language and social studies curricula have been revised along the lines drawn up by the cultural unity agreement between Egypt, Syria and Jordan and in accordance with the recommendations of the Arab Culture Conference in its third session held in Baghdad this year.

**Technical School  
Curricula**

An expert in technical education has been appointed by Unesco to study with the Ministry the different problems of technical schools. A revised curriculum is being submitted by this expert and it is hoped that the new curriculum will help these schools to fulfil their objectives.

**Textbooks**

The textbooks used in schools, being imported from some of the other Arab States, were not related to the environmental and local conditions of the country. To remedy this, the Ministry invited local people to write new textbooks for primary schools. The best books were published and distributed this year to all pupils.

The same system will be applied for the first three years of secondary education (intermediate schools).

**Examinations**

All supplementary examinations in schools have been abolished except in primary schools and in the first and second years of intermediate schools.

**Teacher Training**

The Ministry has arranged a long-term programme for training professionally qualified teachers. These are trained in evening classes where suitable courses are designed.

The Ministry also organized summer courses which began in 1955 with 100 primary teachers. In 1956 the number reached 160 and in 1957 and 1958 there were 300 such teachers. These courses are divided into two sections, one for social studies, the other for science and mathematics. The students of both sections have the same programme in Arabic language, methods of teaching Arabic, religion, principles of education, educational psychology and hygiene. This year it has been decided to abolish this classification and to give all recruits the same programme.

The students join these courses for two successive years. The duration of each session is fifty days. At the end of the second session, the students have to pass a written examination in order to be awarded a certificate which will give them priority for promotion.

The curriculum for these courses has been revised this year. One period is devoted to general discussion of problems encountered by the students in their school work.

**University Education**

The academic year 1957-1958 marked the inauguration of the first university in the kingdom. The faculty of arts of King Saud University in Riyadh received its first batch of students. The faculty of science will start next year.

Other faculties will be established according to conditions. The university will occupy its new buildings covering an area of 4 Km<sup>2</sup> according to a plan designed in an international competition.

**Education Conference**

The first conference on education was held this year under the auspices of the Ministry of Education. Officials from the Ministry and directors and inspectors from the different zones participated in this conference. The recommendations voted by the Conference are under serious consideration and the Ministry is taking the necessary steps to implement them.

**Pupils' Health**

It is intended to build pupils' hospitals in each area, over and above the two existing ones.

**Social Services**

The Ministry of Education has given careful attention to social education and has appointed social workers in most of the education areas to guide the schools' social activities and to help in solving the pupils' social and psychological problems.



## SPAIN

### EDUCATIONAL PROGRESS IN 1957-1958<sup>1</sup>

ADMINISTRATION — *University Education — Technical Education — Secondary Education — Educational Welfare Services — School Building — Budget — ORGANIZATION — Quantitative Development — New Courses — CURRICULA, SYLLABUSES, METHODS — Centres of Educational Cooperation — Primary Education Certificate — Office for Primary Education — Evening School for Teacher Training — Secondary Education — Technical Education — TEACHING STAFF — New Posts — Status — AUXILIARY SERVICES — Cultural Extension — Social Assistance to Schools*

#### ADMINISTRATION

**University Education** By ministerial order of 13th December, 1957, the regulations of the school of bromatology at Madrid University were passed. This school will be chiefly devoted to the training of higher grade technicians and middle grade dieticians. It also undertakes research work to work out techniques and means adequate to national dietary needs.

By decree of 23rd December of the same year were passed the regulations of the law on medical teaching, degrees and practice.

During 1957-1958, the number of higher university colleges attained 88. Their residents get a general training which supplements the work of the university.

**Technical Education** The increasing number of technicians required by the industrialization of Spain has forced the authorities to make a careful study of the possibility of technical training with enough flexibility to adapt itself to the rapid and continuous evolution of technology.

This was one of the purposes of the law of 20th July, 1957, on technical education regulating the whole of this branch of study. Tuition is divided into two stages: (a) technical middle grade schools which provide for specialized training of an eminently practical character in a concrete technique, and which grant the master-craftsman or expert diploma with mention of the speciality; (b) higher technical schools giving a broad and sound scientific grounding together with the technological specialization necessary for the profession of architect or engineer. A doctorate is open to those especially devoted to research and education.

Admission to technical schools will take place by means of selective courses, a system which will substitute the traditional entrance examinations. These selective courses are open to all applicants of the required standard, whether they have taken the *laboral* course, secondary education or any other equivalent course. This multiplicity of sources, together with an adequate system of educational welfare, guarantees the recruitment of

<sup>1</sup> From the report submitted to the XXIst International Conference on Public Education by Mr. Joaquin TENA ARTIGAS, Delegate of the Spanish government.

all capable applicants and especially those from the labour sector who are thereby offered entrance into technical training of all grades.

An important aspect is the co-ordination between the different specialities and grades and between interrelated courses. The law has adopted the principle of full academic equivalence of subjects taken in one type of school and which can be used in another. Moreover reductions in fees are granted to applicants qualified by studies previously taken in other schools.

The law sets up a technical education board to act as an advisory body to the Ministry. It devotes particular attention to technical teacher training.

The activity of technical schools will be stimulated by linking them to the professional world through the organization of information and improvement courses for graduates, the introduction of special chairs and seminars, and help for the creation of laboratories for technical research.

Since the enactment of the law of 20th July, 1957, the following complementary orders have been promulgated: the ministerial order of 13th September incorporating in the national education board those technical schools which were outside its jurisdiction; the ministerial order of 20th September, setting up the selective course for the first stage of admission to higher technical education (a resolution dated 14th October introduces it in the schools of industrial engineering). The order of 20th September created a co-ordinating commission for syllabuses, tests and examinations for selective courses at science faculties and technical schools. This course consists of the following subjects: mathematics, physics, chemistry, geology and biology, and can be taken indiscriminately either at university faculties of science or at higher technical schools which introduce it. Several ministerial orders of 20th September fix the appellation of technical schools and create the technical education board, establishing its provisional regulations and appointing its members. An order of 29th November, 1957, introduces both the preparatory and selective courses for forestry experts, created by the law of 20th July of the same year. The *Boletín de las Cortes* (Senate and Congress Bulletin) of 3rd December, 1957, published the bill on the remuneration of teachers in technical schools, and the ministerial order of 30th January, 1958, fixes the syllabus of the initial course embracing the second stage of admission to higher technical schools.

As for commercial education, the ministerial order of 18th February, 1958, has set up the advisory and supervisory commission for commercial training, consisting of teachers at the schools of commerce up to a maximum of nine.

### Secondary Education

Following on the task of simplifying entrance to secondary studies for employees and workers, the general office of secondary education runs 39 subsidiary departments of as many secondary schools, where evening classes are provided at times compatible with the standard working hours of private industry. The pupils at evening classes pay reduced fees.

By ministerial order of 13th June, 1957, the rules for national secondary schools were set up. The decree of 13th September regulates the pre-university course.

The adjustment of equivalence between secondary education and middle and professional education (decree of 10th January, 1958) and between secondary and commercial studies (ministerial order of 15th March, 1958) is of great interest.

The order of 28th March, 1958, fixed the material requisites of textbooks for subjects on the baccalaureate syllabus for 1957: size, types of print, quality of paper, approximate number of pages, etc.

For secondary education of the vocational type known as *laboral*, there are 91 centres with an aggregate of 10,783 pupils.

#### **Educational Welfare Services**

The total number of scholarships granted in Spain during 1957-1958 is 12,000, of which 8,622 are granted by the Ministry of National Education and amount to approximately 35 million pesetas. In addition, 7% of the pupils and students are exempt from tuition or matriculation fees.

The educational welfare services are not limited to giving economic aid to pupils, but are also concerned with the improvement of teacher training by granting fellowships and travel awards.

#### **School Buildings**

During 1957-1958 the Ministry of National Education continued the development of the national school building plan which provides for 25,000 new primary school units in the period 1957-1961 and as many dwellings for teachers, and for the replacement of the premises of 17,000 schools which are working in inadequate classrooms.

This plan will be financed by 2,500 million pesetas granted by the government (law of 17th July, 1956) and a similar amount contributed by provincial and local authorities.

At present, 3,030 schools and a similar number of dwellings for teachers have been finished. They form the plan for 1957. These schools will be used for teaching in September 1958.

4,000 schools and teachers' houses belonging to the plan for 1958 are under construction.

The fulfilment of a massive programme of school building has required very careful planning. The first aim was maximum economy, achieved by taking advantage of standard plans and dimensions, and by locating the schools in most suitable places in order to achieve numbers of not more than 40 nor less than 15 pupils per class.

The Ministry held a national competition for standard plans of both country and urban schools. The Ministry has seven plans for the former, each corresponding to a different climatic zone and having a mixed section or two, four or six classrooms. There are 9 plans for urban zones for cold or hot areas, consisting of 6 to 12 classrooms.

All these plans can be used freely by any official or private builder of schools.

At the beginning of next year it is hoped to introduce the system of grouped orders, to interest big building enterprises in school construction. This would enable mass construction, with greater technical reliability and at lower cost.

The subsidies granted by the government to town councils for school construction have been increased to 75,000 pesetas per school and 50,000 pesetas per teacher's house (decree of 18th October, 1957), as it was

estimated that the former amounts of 60,000 and 40,000 respectively were now too low with regard to high building costs.

The scheme of entering into agreements for school building with provincial authorities and municipal councils of chief towns or towns with over 50,000 inhabitants has been pursued. In these agreements, the government pays 50% of the building costs excluding the price of ground.

In July the new buildings of five teacher training schools were inaugurated; six are under construction and four more will be started very soon.

#### Budget

The budget of the Ministry of National Education for 1958 amounted to 1,327,551,826 pesetas, representing 9% of the total state budget (18,001,958,031 pesetas). The increase over 1957 was 51%.

Other departments, such as Labour, War Office, Naval, Air, and Home Office are assigning large amounts to educational needs.

### ORGANIZATION

**Quantitative Development** The following statistics show the number of teachers and pupils of the different educational levels:

	Staff			Pupils		
	1956	1957	Difference	1956	1957	Difference
Primary education . . . . .	66,186	67,190	+ 1.5%	2,647,330	2,687,140	+ 1.5%
Teacher training . . . . .	1,517	1,671	+ 10.1%	28,551	31,539	+ 21 %
Secondary education . . . . .	3,975	4,037	+ 1.6%	328,010	361,391	+ 11 %
Secondary vocational . . . . .	3,795	3,852	1.6%	51,504	52,133	+ 1.6%
Commercial . . . . .	1,381	1,346	2.6%	51,505	41,052	- 11.4%
Intermediate technical . . . . .		1,471			20,557	
Higher . . . . .		5,148			65,906	
Post-university . . . . .	62	62	0 %	266	268	+ 1.1%

#### New Courses

The ministerial order of 27th November, 1957, set up the School of Hematology in the medical faculty of Barcelona University, and approved the course of studies there.

The ministerial order of 18th September, 1957, set up in the faculty of science of the University of Santiago the first course in the mathematics department.

The ministerial order of 3rd January, 1958, passed the statutes of the Academy of Economic and Financial Science of Barcelona, an organization of a scientific and technical character, whose purpose will be research study and encouragement of economic, financial and similar sciences.

### CURRICULA, SYLLABUSES, METHODS

#### Centres of Educational Cooperation

The improvement of school work through the improvement of educational and teaching methods is one of the Ministry of National Education's permanent aims. A further step in this direction has been made with the establishment of centres of educational cooperation (ministerial order of 11th October, 1957). These centres aim to improve the professional training of primary teachers through periodical meetings at which they can modernize their teaching technique, study problems set by educational requirements,



methods of school organization and teaching methods, the work of complementary institutions, and liaison between schools and the various organizations connected with them.

#### **Primary Education Certificate**

The decree of 21st March, 1958, and the ministerial order of 5th May lay down that in order to hold the primary education certificate it will be required: (a) to have reached the age of twelve in the year in which the certificate is conferred; (b) to prove a minimum of five years' school attendance (elementary education or further primary education); (c) to have obtained an average mark of five in the final year; (d) to pass the tests determined by the Ministry of National Education. Pupils who, after completing normal school attendance, have not acquired the knowledge characterizing primary education, can obtain from their teacher a certificate of attendance enabling them to obtain work and to exercise their civic rights. The certificate of primary education sets up for the first time a link between primary and secondary education, since it enables direct admission to the general or *laboral* baccalaureate course for pupils holding the certificate who have passed tests before a board of secondary school teachers.

#### **Office for Primary Education**

The decree of 25th April, 1958, sets up an office of documentation and educational guidance for primary education. The work done by the office for secondary education and by the Institute of Teacher Training for Labour Education decided the authorities to set up a similar body for primary education specifically devoted to the study of teaching problems, the organization of this grade of teaching, and the drawing up and diffusion of directives.

The work of this new office is: (a) to assemble, order and keep up to date all kinds of documents, both national and foreign, relating to primary education; (b) to carry out or direct studies, inquiries and experimental work for scientific knowledge of different aspects of primary education; (c) to guide the work of the centres of educational cooperation and to direct the experimental schools; (d) to formulate and review periodically national primary education syllabuses; (e) to promote, organize and direct courses, seminars and meetings for the further professional training of primary teachers.

#### **Evening School for Teacher Training**

The decree of 6th June, 1958, has created an experimental evening school for teacher training for those candidates to the teaching profession who are busy during the day.

#### **Secondary Education**

In 1957-1958, the modification of the baccalaureate course passed by the decree of 31st March, 1957, came into force. The number of theoretical subjects per year has been cut down and a balanced formula for entrance to the higher baccalaureate course has been approved.

The reduction applies to the number of subjects and the content of each, but not to the number of hours devoted to study.

In 1957-1958 this curriculum will be followed by pupils in the first year and fifth year and will be introduced in all classes.

The ministerial order of 9th August, 1957, approved the curricula and syllabuses of the higher *laboral* baccalaureate for the special subject

of technicians in maritime resources. This course is followed by study travel during the summer vacation, with a stay of two months during the first course and two months again during the second to study sea resources in maritime areas.

**Technical Education** Subjects for the first year of industrial apprenticeship courses and entrance requirements have been decided.

### TEACHING STAFF

**New Posts** During 1957-1958 new assistant professor's posts have been created in different Spanish universities.

In secondary education posts have been created for school assistants in secondary schools in compliance with the ministerial order of 14th September, 1957. These will have a maximum weekly time-table of twelve teaching units. In addition to a scholarship granted by the Ministry of National Education, these assistants will receive the share of the fees due to them.

The law of 26th December, 1957, increases the number of secondary teachers. From 1st January, 1960, these will total 1,959, with the same number of assistants.

The law of 26th December, 1957, has created 20,000 new primary teacher's posts to be filled during the period 1958-1962. To these must be added, in the same period, 5,000 more posts corresponding to the normal programme of 1,000 per year. Therefore, the total increase for the five coming years is as follows: 3,000 in 1958, 4,000 in 1959, 5,000 in 1960, 6,000 in 1961 and 7,000 in 1962, making a total of 25,000 new posts.

During the same period the number of inspectors will be increased by 239.

The number of posts for regular staff in teacher training schools will also be increased. There will be 107 new posts in the fiscal year 1958-1959, and 106 in the fiscal year 1960-1961, i.e. an increase of 39% over the previous figure of 542. The number of special teachers in these schools has been increased in the same proportion, and that of assistants by nearly 50%.

A ministerial order of 18th September, 1957, fixes the numbers of primary teachers in each province in accordance with the school census and geographical characteristics.

**Status** Several steps have been taken to modify the appointment regulations and status of teachers: transfer and appointment of temporary teachers, transfer of teachers who prove inadaptable to local conditions, etc.

### AUXILIARY SERVICES

**Cultural Extension** The Commission of Cultural Extension continued its work of cultural diffusion. Its film library now contains over 600 titles and furnishes monthly over 3,000 films to 1,200 teachers.

At the beginning of the year a film strip department was opened to supply all educational centres with film strips and slides based on official syllabuses or dealing with topics of general interest.

To cater for the reading needs of small centres, villages and hamlets where public libraries cannot be set up and where mobile libraries would be expensive, reading agencies have been created. These are permanent and consist of two lots of books, one of a fixed nature composed of fundamental works of study and reference on all kinds of subjects (30 to 50 carefully selected books) and another lot which circulates, containing general books for children and adults, travel, biography, essays, novels, poetry, technical initiation, etc. These reading agencies are in charge of lending books. They are situated in public premises (school, parochial house, town hall, etc.) or failing that in a private house, and a person whose cultural activity and vocation is well known, preferably the teacher or parish priest, takes charge of the service.

**Social Assistance  
to Schools**

The Ministry of National Education, through the directorate of primary education, has intensified social assistance to schools by means of services such as dining-rooms, supplementary food, holiday camps and clothing services.

The dining-room service provides meals consisting of two courses with bread and dessert, and has now spread to all schools with several classes. It has a budgetary grant of 52 million pesetas per year.

The supplementary food service set up in October, 1951, by the school food service, has spread to nearly all the national schools. In 60,249 schools, 2,313,578 children are getting supplementary food consisting of bread, milk and butter.

The school camps directly organized or subsidized by the Ministry receive a grant amounting to 5,310,000 pesetas.

Two million pesetas have been allocated this year for clothing and 350,000 pesetas to subsidize cultural excursions for national school pupils with their teachers.

# SUDAN

## EDUCATIONAL PROGRESS IN 1957-1958<sup>1</sup>

*Introduction    Inspection    Finance    School Building    Quantitative  
Development — Organization — Textbooks*

**Introduction**                      Three major problems received the particular attention of the Sudanese Ministry of Education last year.

The first concerned the change over from English to Arabic as a medium of instruction in secondary schools. A representative committee was appointed by the Minister of Education, the chairman of the committee being the Deputy Vice-Chancellor of the University of Khartoum. Its recommendations were submitted to the Minister last March and are under consideration.

The second problem was training teachers for secondary schools. A committee was appointed by the Minister to go into the urgent question of starting a training college for secondary school teachers. The University was represented on the committee by its Vice-Chancellor. Its report was sent to the Minister of Education and it is hoped to open the training college in July, 1959.

The third problem is the reorganization of the educational system. This question is now being studied. The present system of 4 : 4 : 4 years of pre-university education will eventually become a 6 : 6 year system. It has long been known that the 6 : 6 year system would suit the country, but its implementation had to be postponed because of other more urgent problems, such as (a) the expansion of elementary education, (b) the training of teachers, (c) school building, (d) technical education and its expansion, (e) the reform of education for girls, (f) the production of textbooks and other books for Sudanese children, (g) literacy work among the adult population, (h) graduate and post-graduate training abroad for Sudanese young people, etc.

**Inspection**                      The secondary school inspectorate has been expanded. Inspectors for art, geography and Arabic were added during the year. Together with those which had existed before for science, mathematics, history, English and religion, the list now covers practically all subjects taught in the secondary schools.

**Finance**                          The Ministry of Education's budget has risen from £ 6,438,806 in 1956-1957 to £ 8,242,083, in 1957-1958. This shows an increase of nearly 2 million Sudanese pounds, or approximately 30%.

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. Osman Mangoun, Delegate of the Sudanese government.



**School Building**

In 1957-1958 the sum of £ 1,485,584 was spent on building 90 primary schools and 2 secondary schools, and the improvement of some existing schools. The Sudanese Council of Ministers agreed that the Ministry of Education should have its own building unit. The Ministry plans to seek the assistance of building experts (either locally or from Unesco) to advise the Ministry on how to build better and cheaper schools more quickly.

**Quantitative Development** The following table shows the number of the various types of school, numbers of teachers and of pupils :

	Schools		Teachers		Pupils	
	1955-56	1957-58	1955-56	1957-58	1955-56	1957-58
Junior elementary schools . . . . .	1,230	1,110	3,000	3,300	73,800	88,800
Elementary (boys) . . . . .	502	600	1,681	2,229	97,850	117,050
Elementary (girls) . . . . .	212	252	712	895	31,581	35,710
Intermediate (boys) . . . . .	81	125	496	608	16,520	23,560
Intermediate (girls) . . . . .	10	24	59	97	1,309	3,264
Secondary (boys) . . . . .	13	38	173	248	4,720	5,320
Secondary (girls) . . . . .	3	5	17	22	380	600
Elementary teacher training (boys) . . . . .	3	4	180	180	303	460
Intermediate teacher training . . . . .	1	1	19	19	100	100
Elementary teacher training (girls) . . . . .	2	4	50	62	200	240
Technical intermediate . . . . .	7	11	52	52	1,059	1,760
Technical secondary . . . . .	1	1	19	20	300	275
Higher technical institute . . . . .	1	1	119	97	536	495
University of Khartoum . . . . .					792	850

The table shows that in primary education this year (1957-1958) there was an increase of 1,181 teachers and 47,324 pupils over 1955-1956, an increase of approximately 26% in teachers and 23% in pupils. In secondary education there was an increase of 80 teachers (40%) and 820 pupils (20%).

**Organization**

Compulsory education does not yet exist, lack of funds being the major obstacle.

A great effort is being made to unify and correlate as far as possible the curricula, administration, etc., of all schools in the country, i.e., (a) schools in the three southern provinces of the Sudan, (b) girls' schools, (c) technical schools, (d) schools which were previously run by private persons, national boards and Christian Mission Societies, and (e) religious (Moslem) schools now under the direct supervision of the Ministry of Justice.

A revised plan for technical education was approved during the year. Four trade schools were opened, providing a five-year post-primary course preparing the pupils for the recognized British City and Guilds certificate. Another feature is the amalgamation in the Khartoum Technical Institute of the secondary stage of 4 years and the post-secondary section of 3 years. This will enable the pupils who enter the Khartoum Technical Institute to do a seven-year course preparing them, at the end of their fifth year, for the British Ordinary National Certificate, and, at the end of the course, i.e. after 7 years, for the British Higher National.

**Textbooks**

Forty-nine textbooks were printed, over 4 million copies of which were distributed to schools at all levels.

# SWEDEN

## EDUCATIONAL PROGRESS IN 1957-1958<sup>1</sup>

<i>Administration</i>	<i>Administrative Services</i>	<i>Inspection</i>	<i>Problems</i>
<i>Under Survey</i>	<i>Budget</i>	<i>School Building</i>	<i>Organization</i>
<i>Development</i>	<i>Compulsory Schooling</i>	<i>Experimental Schools</i>	<i>Quantitative</i>
<i>Class</i>	<i>Special Classes</i>	<i>Secondary Education</i>	<i>Pupils per</i>
<i>Grammar Schools</i>	<i>Curricula, Syllabuses, Methods</i>	<i>Folk High Schools</i>	<i>Class</i>
<i>Teaching Problems</i>	<i>Audio-Visual Aids</i>	<i>Teaching Staff</i>	<i>Training</i>
<i>Further Training</i>	<i>Status</i>	<i>Auxiliary Services</i>	<i>School Health</i>
<i>School Psychology Services</i>	<i>Handicapped Children</i>	<i>Adult Education</i>	<i>Scholarships</i>

### ADMINISTRATION

**Administrative Services** The organization of the central school administration has been the same as previously. Within the Board of Education, however, the section dealing with planning and building matters has been given independent status. The question of the relations between the Board of Education and the Board of Vocational Training is the object of current investigations.

The re-arrangement of the regional and local school authorities which was mentioned in last year's report has been prepared so as to make it possible for the scheme to start functioning from 1st July, 1958. The new local school boards which will take charge of practically all the schools in their respective municipalities (including vocational schools) have been carrying out their activities since 1st January, 1958. The members of the new county education boards have also been selected. The Department has shaped the constitutional arrangements and directives which have been made necessary by the radical reorganization of local and regional school administration.

**Inspection** The centrally organized system of inspection has been on the same scale, but advisory work has been extended, especially for English language in compulsory schools.

**Problems Under Survey** During the year a survey has been made on education in sparsely populated areas. In this connection proposals have been made, especially for teaching by correspondence.

A comprehensive investigation concerning the compulsory nine-year school system was begun in 1957. The analysing body, which is considered to have a particularly important task, will complete its work in time for parliament to make a decision on the matter soon after 1960.

**Budget** The budget for the year 1957-1958 compared with that for 1956-1957 is as follows (in millions of crowns):

<sup>1</sup> From the report submitted to the XX1st International Conference on Public Education by Mr. G. Sivgard, Delegate of the government of Sweden.

	1957-1958	1956-1957
Primary education . . .	732	685
Secondary education . .	280	211
Vocational education . .	77	78
Higher education . . . .	119	100
Various . . . . .	115	111
Total . . .	1,323	1,185

About 12.8% of state expenditure went to educational purposes (12.7% in 1956-1957).

Thirty-three million crowns has been made available for school transport (30 million the previous year) and 1.8 million crowns for pupils' board and lodging (2 million the previous year).

A special grant of 1,250,000 crowns has been made for experimental work on the nine-year comprehensive school plan, decided on by parliament in 1950.

Various committees are engaged on questions concerning the simplification of the distribution of government subsidies to small municipalities. Efforts have been made to diminish the number of state grants, to simplify government subsidy conditions and to give more freedom of action to the municipalities. Following 1957 parliamentary reforms, certain subsidies, such as those to school libraries, have been exempted from revision. These reforms mean that 27 special subsidies are being replaced by two subsidies. The municipalities are to receive over-all grants of much the same proportions as previously, but control is more simple.

**School Building** The grant for school buildings in 1957-1958 was 65.8 million crowns (62.8 million crowns the previous year). It is estimated that the total amount of money invested in school buildings will be the same as for each of the years from 1953 to 1957, i.e. about 176 million crowns. This sum represents the total amount laid out by the State and the municipalities together.

## ORGANIZATION

**Quantitative Development** The children born in the high birth rate years during the 1940's are now passing the *realskola* age (14 to 16 years) and are coming into the upper school age groups. One can now expect a corresponding change in the figures during the next few years, particularly in respect of the upper school age groups.

The number of pupils and teachers in the different types of school were as follows :

		Teachers	Difference %	Pupils	Difference %
Compulsory schools . . . . .	(1956-1957)	34,900	+ 1	—	—
	(1957-1958)	—	—	838,800	+ 0.6
Higher schools ( <i>realskola</i> and <i>gymnasium</i> ) . . . . .	(1957-1958)	9,600	+ 4.7	199,000	+ 4.8
Vocational schools . . . . .	(1957-1958)	—	—	134,000	+ 6.2
Universities and academies . .	(1956-1957)	1,301	+ 5.1	23,900	+ 6.2
Teacher training colleges . . .	(1957-1958)	291	— 9.3	3,523	-17.1
Folk high schools . . . . .	(1956-1957)	1,060	+11.6	—	—
	(1957-1958)	—	—	11,615	+ 6.9

**Compulsory Schooling** No general increase on the existing compulsory seven years' schooling has been fixed. A large number of municipalities have, nevertheless, gone on voluntarily to an eight-year system, and the proposal for a successive transition to a nine-year system, and a leaving age of 16 (mentioned in last years' report) has been more carefully planned in 1957-1958, when 96 of the country's 1,034 school districts (71 in 1956-1957) experimented with the nine-year comprehensive school system; 45 of the experimental districts are at the highest stage (classes VII to IX). Some 140,000 pupils between the ages of 7 and 16 are being educated in comprehensive schools.

**Experimental Schools** More experimental activity has also been carried out in certain higher schools. Backed by the experience derived from these organizations the Board of Education has proposed that part of the activities from 1958-1959 onwards should be concentrated in a number of special experimental high schools.

Experiments are being made with correspondence *realskola* in six municipalities. The Board of Education is considering fitting these schools into the scheme of regular school education.

Proposals have been put before the government for the setting up of correspondence grammar schools from the 1st July, 1958, and it is probable that some of them will come into use in 1958-1959.

**Pupils per Class** Certain steps have been made towards decreasing the number of pupils per class. This means a reduction from 32 to 30 at the primary stage and from 26 to 24 at the junior school stage. This plan will not be put into operation, however, until the school years 1959-1963.

**Special Classes** School-readiness classes are to be integrated into the special instruction system in Swedish schools. The number of special classes compared with the total for normal *folkskola* and junior schools has risen from 10% to 12%. Requests have been made by the school districts to increase further the percentage of school-readiness classes.

**Secondary Education** A large number of municipalities have this year drawn up plans for replacing the old five-year *realskola* and the seven-year girls' schools by three-year *realskola* and five-year girls' schools. On the other hand, the four-year *realskola* system has been preserved as a supplementary system for such pupils as require a more leisurely course of study.

**Folk High Schools** The work of the folk high schools has been properly organized. The minimum annual period of study has been extended to 30 weeks. A more liberal arrangement of courses is now possible. It will be possible to include special courses for the higher classes. It has been decided that systems of graded marking should not be used, but those pupils who so wish may obtain a special estimate of their ability to avail themselves of the instruction offered. Teachers at folk high schools will be able to fulfil part of their teaching duties as study circle leaders outside the school. Building grants will also facilitate the extension of the folk high school system. State grants are to be introduced which will lessen the economic difficulties with which these schools have had to contend.



**Grammar Schools**

The Board of Education has suggested a considerable extension of the grammar schools' present capacity and the introduction of voluntary further education organized in conjunction with the nine-year comprehensive school. These arrangements are considered necessary on account of the growing numbers and on their steadily increasing desire for higher education. This voluntary further education should be planned to maintain a suitable balance between theoretical and practical education and to give young people the opportunity to concentrate on those subjects to which they are best fitted and which are in most demand in the community.

**CURRICULA, SYLLABUSES, METHODS****New Curricula**

During the school year 1957-1958 new curricula were introduced in classes 1<sup>4</sup> and 1<sup>5</sup> to 2<sup>5</sup>. From the school year 1958-1959 onwards classes 1<sup>3</sup>, 2<sup>4</sup> and 3<sup>5</sup> will be included, and from the school year 1960-1961 onwards the curricula will operate in all secondary classes. These curricula are linked directly with the connecting classes in the primary schools (6 and 4 respectively) and transfer to the grammar school can be made after class 2<sup>3</sup>, 3<sup>4</sup> or 4<sup>5</sup> (four-year grammar school) or after the *realexamen* i.e. after class 3<sup>3</sup>, 4<sup>4</sup> or 5<sup>5</sup> (three-year grammar school).

The new curricula have entailed a survey of the directions provided to assist teachers in the different grades.

Special arrangements have been introduced in the two highest classes of various *realskolas*. Here the pupil with difficulties in one or more of the subjects English, German and mathematics, is given the opportunity to take a limited *realexamen*, by following a less exacting course in the subjects in question or even in certain cases by replacing them by practical subjects. In order to help those pupils who have fallen behind through illness or some other inconvenience to catch up again, specially organized assistance with homework preparation has been planned whereby the pupil is given extra time, usually two hours a week, by the teacher.

New curricula are also being introduced in the practical municipal *realskola* and in the municipal schools for girls.

**Teaching Problems**

New method instructions have been worked out for teaching both in the practical *realskolas* and the municipal schools for girls.

Efforts to improve language teaching are still continuing. New directions for the teaching of Latin and Greek have been worked out. There is a suggestion that the subject "history with civics" in the grammar school should be divided into two separate subjects, history and civics. No decision, however, has so far been reached. The direction of mathematics instruction is the subject of investigation. It is thought necessary to increase the number of teaching hours for mathematics in the higher classes of the *realskola* and the lower classes of the grammar school.

In the budget for 1957-1958 a grant was sought for the teaching of Lappish in the nomad schools in Lappland (classes 5-7). The teaching of Lappish is done by *folkskola* teachers whose mother tongue is Lappish. Instruction in Lappish was expected to be introduced into seven establishments during the school year 1957-1958.

Instruction in English was introduced for the first time in six nomad schools in the school year 1957-1958. Finally extra instruction in forestry and reindeer breeding became part of the curriculum in these establishments in 1957-1958.

#### Audio-Visual Aids

In the question of audio-visual aids, efforts have been made to increase the use of educational films.

A course for instructors in the use of audio-visual aids will be arranged during the summer. A referendum on television programmes is planned for the beginning of the autumn term.

### TEACHING STAFF

#### Training

The teacher training programme for junior school education will be extended from 2 to 3 years from 1961-1962. This extension will thus come into operation when the nine-year comprehensive school begins to be generally compulsory. It has also been decided that the training of folk and junior school teachers will henceforth be carried out at the same establishments, beginning with the 1958-1959 academic year. New curricula for these colleges are being worked out. In view of the diminishing numbers of pupils in the *folkskola* a few training colleges will be closed from 1958-1959 onwards.

The facilities for training teachers for the more advanced types of school, where there is a shortage, has been somewhat widened by the introduction of new teacher training courses. The annual number of graduates has now increased to about 450 (+65). Similar steps have also been taken to meet the increased requirements for teachers in vocational training establishments.

An investigation has been made concerning the teachers for the senior classes of the new nine-year comprehensive schools. Special courses of university standard will be held.

#### Further Training

Further training for teachers has increased yearly and in the summer of 1958 there will be 3,000 places available for this purpose. Municipal, regional and central authorities are to cooperate in their efforts to provide further training for teachers. This would be accompanied by an increase in the state grant from the present 900,000 crowns to between 2 and 3 million crowns.

#### Status

During the first half of 1958 there was a re-planning of the heads of schools organization. This came into operation on 1st July, 1958. The heads of certain schools will now be known as rectors.

The procedure for appointing teachers is to be changed so that the temporary teachers will be appointed by the local school board, permanent teachers by the county educational boards and staff for teacher training colleges by the government. A guarantee of an objective judgment has been ensured by an issued list of qualifications and by the right of protest in the question of appointment.

The question of salaries for *folkskola* teachers and also for certain vocational school teachers has been reviewed, with the result that established teachers are now somewhat better off. The salaries of various categories of heads of schools have also been revised.

### AUXILIARY SERVICES

#### **School Health**

A report has been drawn up on the extending of school health services. The report recommends that hygiene should be included in vocational training courses and in agriculture and forestry schools.

As regards school catering, investigations are being carried out in relation to the rationalizing of school meals, preparation and serving, and the use of industrially prepared (e.g. deep frozen) foods. During 1958-1958, 79% of compulsory school pupils and 47% of pupils in the higher schools availed themselves of the school catering arrangements.

**School Psychology Services** From the 1st July, 1958, three state regional school psychology units are to be set up.

#### **Handicapped Children**

Certain improvements have been made in education facilities for handicapped children, chiefly in the sphere of analysis and the use of technical aids in teaching deaf pupils.

#### **Adult Education**

Adult education has been considerably extended. In 1957-1958 there were some 75,000 study circles in operation, with 800,000 students, besides 37,000 recreation groups with approximately 600,000 participants. About 500 special courses have been held for youth organization leaders with a total of 15,000 participants. An adult pedagogical seminar has been organized for study leaders in adult education.

#### **Scholarships**

The extensive economic assistance which has for many years been available to students has, during 1957-1958, been much increased for non-Swedish students, particularly Scandinavians and stateless people. A further general grant, besides the above-mentioned assistance, for students of 16 and over has been in operation since 1st January, 1958.

# SWITZERLAND

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

ADMINISTRATION - Finance - School Building - Inspection - ORGANIZATION - Quantitative Development - Length of Compulsory Schooling - Free School Supplies - New Types of School and Class - CURRICULA AND SYLLABUSES - Aim of Schools - Primary Curricula - Secondary Curricula - University Education - TEACHING STAFF - Shortage of Teachers - Training - Salaries - Retirement Pensions - AUXILIARY SERVICES - School Medical Services - Backward Children - Scholarships and Grants - Adult Education

### ADMINISTRATION

**Finance** The increase in the number of schoolchildren due to the higher birth rate, the fact that more and more young people are attending secondary and technical schools, the slow but continuous rise in prices, which necessarily entails salary increases—all these factors have been instrumental in stepping up the capital outlay on public education.

Cantons	Resident Population (1950 census)	Cantonal Expenditure on Education	Expenditure of Municipalities
Zurich . . . .	777,002	Sw. Fr. 73,285,179	1)
Bern. . . . .	801,943	90,000,000	Sw. Fr. 100,000,000
Zug . . . . .	42,239	3,740,500	1)
Fribourg . . .	158,695	8,160,000	13,864,000
Bâle-Town . .	196,498	43,733,397	—
Bâle-Country .	107,549	17,385,000	19,534,000
Schaffhausen .	57,515	4,900,000	1)
Appenzell I.R.	13,427	248,209	399,966
Saint-Gall . .	309,106	31,000,000	
		(includes municipal expenditure)	
Grisons . . . .	137,100	4,538,003	8,310,390
Argau . . . . .	300,782	23,613,160	1)
Thurgau . . . .	149,738	5,700,000	1)
Ticino . . . . .	175,055	14,351,826	1)
Vaud . . . . .	377,585	32,465,125	29,750,000
Valais . . . . .	159,178	11,119,600	8,668,181
Neuchâtel . . .	128,152	21,085,595	
		(includes municipal expenditure)	
Geneva . . . .	202,918	30,400,000	5,250,000

No information available for 8 Cantons.

1) Amount not yet established.

<sup>1</sup> From the report submitted to the XX1st International Conference on Public Education by Mr. H. GRANDJEAN, Delegate of the Swiss government.



The Confederation, for its part, has laid out the following sums :

*Federal Institute of Technology*

Salaries . . . . .	Sw. Fr. 11,289,432
Building, upkeep, equipment, teaching materials	3,361,188
Social welfare (approximate) . . . . .	1,000,000
Miscellaneous . . . . .	215,759
Total	Sw. Fr. 15,869,379

Income (school fees Sw. Fr. 861,893) . . . . .	Sw. Fr. 2,184,655
not including grants from foundations, private economy, the National Fund for Scientific Research and from the Federal Commission for the Promotion of Scientific Research.	

*Federal Institute of Gymnastics and Sports*

Salaries and pension contributions. . . . .	796,355
Upkeep of buildings, furniture and equipment . .	292,831
Cantonal courses in gymnastics for instructors and for instructors' clubs. . . . .	72,752
Central courses for instructors . . . . .	133,574
Sports and gymnastics associations . . . . .	421,717
Total	Sw. Fr. 1,717,229

*Federal subsidies for vocational, industrial, commercial and domestic training*

For schools and courses . . . . .	Sw. Fr. 16,358,915
For teacher training . . . . .	163,423
For end-of-apprenticeship examinations . . . . .	531,076
For advanced technical examinations and for peasant women . . . . .	74,813
Scholarships for apprentices and workers . . . .	141,061
Vocational guidance grants . . . . .	344,074
Miscellaneous . . . . .	36,469
Total	Sw. Fr. 17,649,831

This total covers 9,529,712 Swiss francs for industrial training, 4,403,317 for commercial training and 3,716,802 for domestic training.

The federal subsidy for primary schools, which is distributed among the various cantons according to the number of schoolchildren from 7 to 15 (1950 census) and allowing for the special financial burdens of the Alpine cantons, totals 3,827,653 Swiss francs.

Several cantons have modified the laws and regulations relating to their subsidies to the municipalities for educational expenses, or are re-distributing these expenses between the canton and the municipalities. This is true, for example, of the canton of Neuchâtel where a decree enacted by the Grand Council on 12th February, 1957, fixed the subsidy scale for the various types of school. For instance, for primary schools, the cantonal subsidy comes to 50% of the legal salary of the members of the teaching staff and to 25% of the administrative costs.

On 26th January, 1958, the people of the canton of Thurgau approved the act of 29th October, 1957, granting subsidies (ranging from 7 to 80 % depending on the financial situation of the municipality) for the basic salaries of teachers, cost of living allowances and social expenses. As regards the salaries of upper primary school teachers, the allowance varies from 20 to 40% of expenditure. Subsidies of this kind had risen to 1,300,000 Swiss francs in 1957.

In 1957, the canton of Bern passed four stipulations concerning subsidies. The decree of 25th February applies the legal measures adopted on 2nd September, 1956: the canton is to grant a subsidy to nursery schools on the understanding that such schools will be open to children of every social background. A decree by the Grand Council dated 21st May, 1957, divides the municipalities up into 38 categories for the purpose of subsidizing the building of primary and intermediate schools, those in the first class are to receive 50% of their expenditure; those in the 38th class obtain a 5% subsidy for the construction of a primary school and 10% for an intermediate school. An extra subsidy is allowed if it is impossible to avoid heavy costs, despite economical design, when the municipality is in a weak financial position, when it is already liable to heavy taxation because of other public works, or when local conditions render the school service particularly costly. A statute dated 10th September, 1957, bears on state subsidies to the municipalities for secondary schools. A ruling by the Grand Council of 11th September, 1957, taxes the subsidies of the canton to the municipalities for the free delivery of teaching materials to pupils of primary and secondary schools.

#### **School Building**

Substantial sums are still necessary for erecting and enlarging primary, secondary, vocational and higher-school buildings to cope with the ever increasing numbers of pupils and teachers and their needs.

At Fribourg, six primary schools were completed during the school year (total cost 3,186,800 Swiss francs subsidized by the canton to the extent of 198,000 francs). The construction of the teacher training school, estimated at 1,400,000 francs to be covered entirely by the canton, is under way.

In Geneva, three primary schools have been inaugurated by the City which, over the past decade, has been spending an average of three million francs a year on the building of schools. Work is in progress in other municipalities.

In Zug, two primary schools costing 2,200,000 have just been completed.

In the canton of Neuchâtel, thirty municipalities have constructed or enlarged schools.

In Argau, the municipalities have spent 22 million francs on thirty-nine schools, for which the canton has granted nearly four million francs in subsidies.

In Basle Country, the canton has allotted ten million francs and the municipalities twelve million for school buildings.

In the Valais, construction work has cost 3,040,000 francs to which the canton has contributed 560,000. Projects under review work out to twenty million francs, 7,500,000 of which will be paid by the canton.

The Confederation, for its part, has laid out the following sums :

*Federal Institute of Technology*

Salaries . . . . .	Sw. Fr. 11,289,432
Building, upkeep, equipment, teaching materials . . . . .	3,364,188
Social welfare (approximate) . . . . .	1,000,000
Miscellaneous . . . . .	215,759
Total	Sw. Fr. 15,869,379

Income (school fees Sw. Fr. 861,893) . . . . .	Sw. Fr. 2,184,655
not including grants from foundations, private economy, the National Fund for Scientific Research and from the Federal Commission for the Promotion of Scientific Research.	

*Federal Institute of Gymnastics and Sports*

Salaries and pension contributions. . . . .	796,355
Upkeep of buildings, furniture and equipment . . . . .	292,831
Cantonal courses in gymnastics for instructors and for instructors' clubs. . . . .	72,752
Central courses for instructors . . . . .	133,574
Sports and gymnastics associations . . . . .	421,717
Total	Sw. Fr. 1,717,229

*Federal subsidies for vocational, industrial, commercial and domestic training*

For schools and courses . . . . .	Sw. Fr. 16,358,915
For teacher training . . . . .	163,423
For end-of-apprenticeship examinations . . . . .	531,076
For advanced technical examinations and for peasant women . . . . .	74,813
Scholarships for apprentices and workers . . . . .	141,061
Vocational guidance grants . . . . .	344,074
Miscellaneous . . . . .	36,469
Total	Sw. Fr. 17,649,831

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In Ticino, four new primary schools have been completed and three enlarged; further construction has been undertaken; two cantonal high schools are on the point of completion. The canton has voted a third subsidy of one and a half million francs for this purpose for the municipalities.

In 1957, the canton of Bern provided the municipalities with 14,105,158 francs for building purposes. Between 1952 and 1957, expenditure in this field amounted to 188,337,967, the canton participating to the extent of 52,204,078. On 26th January, 1958, the electors voted a credit of 9,400,000 francs for the construction of a new university institute for the exact sciences.

The cantonal administration of public education in Zurich has received 222 requests for subsidies. It has given nine million francs for 19 new schools and the enlargement of two others; 120 repair estimates have been submitted to it, amounting to 8½ million francs. It has endorsed 34 new construction projects and 22 enlargement programmes. Furthermore, the canton has been obliged to put up huts and to hire rooms in other premises for pupils of secondary schools. A credit of 5,535,000 francs was voted by the people on 21th November, 1957, for the buildings of the Institute of Social Medicine, Bacteriology and Pharmacology, and a further credit of 7,830,000 francs on 8th June, 1958, for enlarging the cantonal technical school at Winterthur. On 26th January, 1958, on the other hand, the electors refused to award Fr. 1,460,000 for the construction of a new gymnasium at the teacher training school at Küssnacht. Indeed, the citizens have always been called upon to approve, tacitly or expressly, the voting of credits. From time to time, when the projects appear over-luxurious to them, they turn them down.

In 1946, the Federal Council had requested a credit of 27 million francs for work on the Federal Institute of Technology. This proved insufficient; another 12½ million is still necessary for the crection of a central institute of physical chemistry; industrialists have contributed just over two million towards this work.

**Inspection** The Grand Council of the canton of Bern issued a decree on September, 1957, setting up inspection commissions for domestic science and dressmaking instruction. Each commission is made up of six women who do this work on a part-time basis, in collaboration with primary and secondary school inspectors. A ruling by the state council, dated 10th January, 1958, has provided for six inspection areas. The powers of these inspectresses are very broad; they advise the local authorities on the organization of domestic science and needlework teaching, follow up progress and help in the selection of the mistresses.

The Canton of Fribourg has created a new post of cantonal inspector of physical training, in order to improve the instruction which has so far been yielding rather disappointing results, judging by the preparatory examinations (compulsory for all young Swiss people of 15) and the recruiting examinations.

#### ORGANIZATION

**Quantitative Development** The latest complete figures concerning school attendance refer to the year 1956-1957 (cf. *Archiv für das schweizerische*

*Unterrichtswesen*, 13rd year, Frauenfeld, 1957) and, for the number of apprentices, to 1956 (cf. *La vie économique*, No. 4, April, 1957).

The following statistics give the number of pupils (Swiss and foreign) at the various educational levels :

Cantons	Primary Schools		Secondary Schools	Commercial Colleges	Supplementary Courses for Apprentices	Universities
	Lower	Upper				
Zurich . . . . .	79,356	15,170	2,637	990	15,889	2,496
Bern . . . . .	102,163	21,295	4,210	561	11,621	2,122
Lucerne . . . . .	29,031	4,486	1,313	300	3,915	—
Uri . . . . .	4,367	519	171	—	314	—
Schwyz . . . . .	9,252	1,181	—	—	858	—
Obwald . . . . .	8,075	361	355	66	223	—
Nidwald . . . . .	3,111	348	—	—	240	—
Glaris . . . . .	4,680	848	82	—	650	—
Zug . . . . .	5,264	859	204	87	861	—
Fribourg . . . . .	24,575	1,856	1,152	664	1,897	1,102
Solothurn . . . . .	22,173	350	3,394	243	4,211	—
Bâle-Town . . . . .	9,814	3,275	8,909	797	4,383	1,992
Bâle-Country . . . . .	13,089	—	2,638	—	1,705	—
Schaffhausen . . . . .	6,851	1,696	825	—	1,524	—
Appenzell I.R. . . . .	5,475	886	126	32	460	—
Appenzell O.R. . . . .	1,573	197	—	—	113	—
Saint-Gall . . . . .	39,453	6,511	839	498	5,644	614
Grisons . . . . .	17,855	3,309	398	174	1,807	—
Argau . . . . .	36,350	4,421	6,923	100	6,252	—
Thurgau . . . . .	19,293	3,032	216	44	2,452	—
Ticino . . . . .	17,983	—	1,879	217	2,307	—
Vaud . . . . .	36,927	3,396	6,878	750	6,089	2,088
Valais . . . . .	26,270	648	1,149	791	2,386	—
Neuchâtel . . . . .	14,288	2,146	424	1,030	2,127	441
Geneva . . . . .	16,607	526	4,430	338	3,172	2,627
Federal Institute of Technology . . . . .	—	—	—	—	—	2,968
<b>Total . . . . .</b>	<b>548,875</b>	<b>77,316</b>	<b>48,641</b>	<b>7,682</b>	<b>84,760</b>	<b>16,465<sup>1</sup></b>

<sup>1</sup> Plus 6,648 non-examination students.

The following are the numbers of teachers in 1956-1957 :

*Primary schools*

Masters . . . . .	9,634	22,103
Mistresses . . . . .	6,795	
Domestic science and handicraft mistresses . . . . .	4,184	
Auxiliary staff . . . . .	1,490	

*Upper primary schools ("Sekundarschulen")*

Masters . . . . .	2,606	3,650
Mistresses . . . . .	357	
Domestic science and handicraft mistresses . . . . .	362	
Auxiliary staff . . . . .	325	

*Secondary schools ("Mittelschulen")*

Masters . . . . .	2,165	3,406
Mistresses . . . . .	335	
Auxiliary staff . . . . .	906	

*Commercial colleges*

Masters . . . . .	372	} 596
Mistresses . . . . .	97	
Auxiliary staff . . . . .	127	

*Universities*

" Ordinary " and " extraordinary " lecturers . .	966	} 1,777
Assistants and " privat-docent " . . . . .	811	

These statistics do not cover the 8,531 pupils of the special primary classes, those of the continuation courses (compulsory in some cantons for boys and girls who, after primary school, do not receive secondary education or vocational training), full-time students at vocational training colleges, advanced vocational and technical courses (second-grade engineering schools), nor the staff teaching at these schools.

A gratifying sign is that the number of pupils compelled to attend continuation schools (*Fortbildungsschule*), because they are neither studying nor engaged as apprentices, is steadily diminishing.

**Length of Compulsory Schooling** No canton has adopted any over-all measure for lengthening compulsory schooling. However, in many cantons, the municipalities are entitled to make decisions here, and a number of them have availed themselves of this power. A draft revision of the primary schooling act for the canton of Zurich provides that the municipalities will be free to make the ninth year compulsory.

The state council of the Valais, by a decree of 11th April, 1958, decided to accede to any request for prolonging schooling submitted by a municipal council; it laid down the conditions such a request must meet when it is submitted by the parents without being approved by the municipal authority.

**Free School Supplies** In pursuance of an act of 29th June, 1957, school supplies (textbooks, exercise books, drawing material) are provided free for pupils of lower secondary schools in Geneva.

**New Types of School and Class** *Primary Classes.* Zurich is continuing to study ways of revising the organization of the highest primary classes. A project approved by the state council was submitted to the Grand Council on 1st August, 1957. These classes would be subdivided into three categories: the *real* school (the present secondary school), the secondary school (the present "workshop classes") and the "workshop class" (the present final-year class).

In September, 1957, the people of the canton of Solothurn turned down the draft revision of the school act which provided for three parallel classes in the upper primary division. A new project is under review.

In many cantons, upper primary schools are highly developed and assume the character and curriculum of a secondary school giving access to higher secondary studies.

*Secondary Schools.* Secondary schools are completed by advanced classes, so that they can award the "maturity" certificate.

In Geneva, a proposal has been put forward to open a new science division at the high school for girls.

The conference of headmasters of commercial colleges and the Swiss association for business tuition had appointed a commission to work out a project for a high school with an economic and social bias and offering a standard of education equivalent to that of the literary or scientific high schools. The commission has submitted its report which is now being studied.

*Technical Schools.* The problem of recruiting technicians, dealt with in the report on educational progress in Switzerland for last year, is still a matter of concern to the authorities and industrial circles. The figures for 1946 and the forecasts for 1958 are as follows :

	1946	1958
Winterthur. . . . .	700	930
Geneva . . . . .	270	650
Berthoud . . . . .	400	400
Bienne. . . . .	310	340
Fribourg . . . . .	80	140
Le Locle-La Chaux-de-Fonds . .	130	120
Total . . .	1,890	2,580

Plans for enlarging buildings have been approved (Winterthur, Geneva).

The new technicum for central Switzerland opened at Lucerne on 28th April, 1958, with 90 pupils to begin with. The cantons of Lucerne, Uri, Schwyz, Obwald, Nidwald and Zug have come to a five-year agreement fixing their respective shares in the installation and operation costs.

Plans for an evening technical school have been evolved in Geneva and are being reviewed by a commission of the Grand Council.

Other projects are also being worked upon; the state council of the canton of Valais, in a message dated 8th April, 1958, requested an allocation of ten million francs for the development of vocational training. Part of this will go towards establishing a year of technical instruction, after which the pupils will pass on to technical schools in other cantons.

## CURRICULA AND SYLLABUSES

### Aim of Schools

What is the school's ultimate aim? This is a question that is asked nearly every day. Elementary teachers want all pupils leaving the infant school to be capable of reading without any difficulty. Secondary teachers would like schoolchildren coming to them from the primary school to be able to understand a text, express themselves easily, add up and reason. Employers also have their expectations; so have the universities, and yet it would seem in each case that the degree below had not done everything in its power to produce the desired result. Nevertheless, there is no lack of good will. Unceasingly, the curricula are reappraised and efforts are made to improve methods.

Teachers from the French-speaking cantons, who have formed themselves into an association, held their four-yearly congress in Geneva in May-June 1958; the subject treated was "The School in the World Today", and thus dealt directly with the main preoccupations of Swiss educators.



Employers' circles in Geneva, in a effort to create an atmosphere of cooperation with teachers, have organized visits to industries and conferences, which have met with real success.

**Primary Curricula** In Geneva, the new primary curriculum, which had long been deliberated and experimented with, became operative at the beginning of the school year 1957-1958. It affects the two infant classes and the seven primary grades. Relevant articles which appeared in the Belgian press moved a host of Belgian friends to write to the Genevese education authorities requesting all kinds of information.

At Fribourg, a plan has been introduced for a two-year trial period. Vocational guidance is provided for in the form of information concerning the various trades and professions. In the Valais, a new curriculum is being tried out in over one hundred classes. At Lucerne, a primary curriculum (14th March, 1958), applying to the eight primary grades, has been put into force. In the two upper classes, French may be introduced with the permission of the state council.

The Saint-Gall department of education has issued instructions for the preparation of the syllabus, the lessons and the daily time-table.

From 20th-26th October, 1957, the education department of the Swiss National Commission for Unesco organized a course of study on primary school syllabuses. Seventeen cantons were represented. Seven groups studied the general framework of the syllabuses, the methods employed for revising them, hours of work, systems of control and inspection, content of the various subjects and the problem of bringing them into line with secondary school courses. On reading the final report, one is struck by the differences in the syllabuses from canton to canton. One proposal consists in creating a permanent centre of documentation for the various education authorities in Switzerland.

**Secondary Curricula** At Lucerne, together with the primary curriculum, a new curriculum for secondary schools has been put into effect. The three-year secondary school is linked to the sixth primary year. Its pupils thus get nine years of schooling, whereas those who remain at the primary school only do 8 years. French is one of the compulsory subjects; Italian, English and shorthand are optional for pupils of both sexes; draughtsmanship and handicrafts are for boys only.

In the canton of Bern, the intermediate schools act (cf. 1957 report) was accepted by popular vote on 3rd May, 1958. Hence, this canton has now completed its revision of the three education acts. The provisions for giving effect to this act, as regards curricula, conditions of admission and diplomas have been referred to three commissions.

**University Education** It is not possible to list all the changes made in the regulations and syllabuses of Swiss universities, but we should mention that higher education, even more so than at primary and secondary levels, must constantly adapt its courses and research work to the needs of the day. Thus, at the University of Fribourg an institute of automation and operational research has been set up. In Geneva, an introductory course on operational research has begun. In this same university, a research centre has been opened at the faculty of economic and social

science which will work for the public services and private institutions of general interest.

### TEACHING STAFF

**Shortage of Teachers** As mentioned in preceding reports, there is difficulty in finding enough teachers. This situation prevails in most cantons; St-Gall notes that the most acute crisis took place in the autumn of 1957.

The ad hoc measures taken to remedy this state of affairs have thus been maintained: special courses have been created, student teachers take classes before completing their training, retired teachers are kept on, etc.

The crisis is spreading increasingly to secondary education since the high birth rate age groups have now reached the ninth and tenth school years, whereas the number of teachers recruited from the corresponding generation is the lowest of the century. Some cantons have been forced to entrust lower secondary school classes to students who not only have not finished their post-graduate professional studies but have not, in some cases, even taken their degree yet.

**Training** The canton of Fribourg had decided to extend the training course by one year, bringing it up to five years. This final year will comprise training periods in schools (a new element), more practical subjects (handicrafts, methodology) and some new branches of study (sociology, elementary law, etc.).

The state council of the Valais, in a message of 8th April, 1958, declared that it would uphold the principle of an independent training school, since this best meets the needs of the canton. Teachers will not be required to complete their secondary schooling before receiving training in education. The training school, which will follow on the lower secondary school, will have 5 grades, the first being a period of probation.

On 20th December, 1957, the canton of Bern modified the regulations for the secondary school teacher's diploma examinations. Candidates must hold the "maturity" certificate or the Bernese teacher's diploma. They do four semesters of university work at the higher training college in Bern. French-speaking candidates have an opportunity to take these courses at a university in French-speaking Switzerland. If they obtain a degree there the marks are valid for the diploma examination provided that the same subjects are involved. Those intending to teach literary subjects are obliged to do two semesters in a French-speaking university. Candidates with French as their mother tongue must spend a certain time in a German-speaking country.

Up till now, exchanges of young secondary school teachers, which contribute to their training and knowledge of languages, used to take place with the Anglo-Saxon countries. Since the beginning of the school year 1957-1958, Geneva has been receiving German assistant teachers from the Federal Republic.

**Salaries** Many cantons have increased salaries: Schaffhausen, Solothurn, Thurgau, Zurich, Argau, Valais, Fribourg, Ticino, Appenzell I.R., Bern and Geneva. Some of them have allowed for a new salary by modifying the grant given to the municipalities; others have

increased the basic salary, the seniority increment or the social benefits; others have raised the percentage of the cost of living allowances.

For example, on 25th February, 1957, Bern solved the highly complex problem of residence allowances by allowing for difficulties in reaching the locality where the school is situated. On 21st May, 1957, the canton laid down the conditions for assessing benefits in kind; every six years, the value of the teacher's lodging is established by a commission. On 12th November, 1957, and 19th February, 1958, the cost of living allowances were increased.

By three acts of 26th October, 1957, and 9th December, 1957, Geneva modified the salaries of the various types of teacher in the following manner: candidates for primary teaching receive, during their studies, 5,300 francs for the first year, 6,360 for the second and 8,170 for the third. Primary teachers (men and women) receive 11,250 to reach a maximum of 16,920 in fifteen increments. Secondary school teachers in the lower division receive 16,312.50 rising to 20,227.50 in twelve yearly increases; in the upper division, from 17,775 to 22,041. The 1/8 cost of living allowance is included in all these sums. Various other allowances are added to these amounts. The maximum salary for university lecturers has been increased to 31,000 (including cost of living allowance), not including compensation for clinic or laboratory management, supervision of theses, examinations and allowances for the number of students attending the courses. On the other hand, the share in the enrolment fees, of which professors used to receive 48%, has been suspended, except for professors in office on 31st December, 1957, who opted for the maintenance of the former conditions of remuneration.

#### **Retirement Pensions**

Generally speaking the scale of retirement, disability and next-of-kin pensions has been brought in line with the new salary levels.

This is true, in particular, of the cantons of Thurgau, Bern, Solothurn, Neuchâtel, Glaris, the Grisons and St-Gall.

Two cantons, Solothurn and Ticino, have reorganized their pension funds by merging those that existed for each category of official.

### **AUXILIARY SERVICES**

#### **School Medical Services**

Several cantons have made arrangements for free poliomyelitis vaccinations.

A ruling of 26th March, 1957, and a decree of 10th December, 1957, issued by the Neuchâtel cantonal authorities, concerned smallpox and diphtheria vaccinations and re-vaccinations.

Dental treatment and prophylaxis are now the subject of studies and recommendations in Bern and Saint-Gall.

The question of school insurance schemes (masters and pupils) and health and accident insurance for students has also received the attention of the authorities in these two cantons.

It should be mentioned that a private insurance company, to mark its centenary, set up a foundation, with assets of one million francs, for the improvement of health and for medical research. The Academy of Medical Science is represented on the board of this foundation.

### Backward Children

The number of special classes is generally on the increase.

The state council of the canton of Bern decided, on 29th March, 1957, to create a special infant class at the Institute for the Deaf and Dumb, for children under school age having speech or hearing defects.

The city of Zurich is contemplating setting some up for the youngest pupils in primary schools (first and second grades), whereas up till now they have only existed as from the third grade. It intends opening up a medico-pedagogical institute for the examination and treatment of children exhibiting defects in their eyesight, hearing or speech.

The canton of Lucerne has appointed a school psychologist who works full-time with the regional teams of the psychology service.

The readaptation of handicapped children is a matter of concern to the authorities. The Valais, in a message on vocational training (8th April, 1958) is also contemplating this aspect of education. In Geneva, courses in typewriting for sufferers from poliomyelitis and dull sight are yielding good results; a workshop for the vocational adjustment of young people unable to take up normal apprenticeship will be opened in September, 1958.

### Scholarships and Grants

This question, together with those relating to access to study, recruiting in certain professions (technicians and engineers in particular) and further study (training periods abroad), is being discussed and studied in Bâle-Country, Schaffhausen, Zug, Zurich and Geneva.

A statute issued by the Bernese authorities on 8th November, 1957, governs the granting of scholarships to pupils of intermediate schools. For pupils attending a teacher training school, a high school or a commercial college a long way from the home of their parents, these may amount to 2,000 francs per annum.

In Geneva, where official exemptions and scholarships total over 400,000 francs every year and where only 18% of the pupils of a given age group do not receive secondary education, a commission of inquiry was set up to revise the whole system of awarding scholarships, and their amount. But already an act has provided, as from 1st April, 1958, for an addition of 420 francs to the existing family allowances of 300 francs per annum (making a total of 720) for all adolescents of 15 to 20 who, upon completion of compulsory schooling, continue their studies or enter an officially enrolled apprenticeship.

On the federal level, a plan to establish a subsidy fund for foreign students, requested by representatives of Switzerland abroad, was studied on the initiative of the head of the federal Political Department by a "Pro Helvetia" commission and approved by the Conference of Deans; it is now being examined by the federal parliament. The Academy of Medical Science, the association of former pupils of the Federal Institute of Technology and other bodies are desirous of seeing existing institutions develop and new ones created.

### Adult Education

A very large number of continuation courses are in existence, specialized or general, for the benefit of adults.

We might mention in this connexion the volume entitled *Les universités populaires suisses* (Zurich, 1957) which describes the work of these institutions now giving courses in 140 different localities.



# THAILAND

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

ADMINISTRATION — *Local Administration* — *Budget* — ORGANIZATION — *Quantitative Development* — CURRICULA, SYLLABUSES, METHODS — *Revision* — *Evaluation of Work* — *Textbooks* — TEACHING STAFF — *In-Service Training* — AUXILIARY SERVICES — *Scholarships* — *Tests*

### ADMINISTRATION

**Local Administration** To allow the people more participation in the local administration of education an experimental project in educational administration was carried out at Nondaburi. The project embraced three districts, in each of which a committee on educational administration was set up to raise funds for local education in addition to those already provided by the government, the amount of which was half the total of tax and duty contribution made by that locality. The committee was also responsible for working out local educational policy and for the execution of that policy with regard to school administration and teaching staff. It is the government's intention to start similar projects in other provinces if the experiment at Nondaburi should prove successful.

**Budget** The 1957 budget for education was 277,681,590 bahts, which was an increase of 8,961,822 bahts (3.33%) over that of the preceding year. This total does not include the 660,000,000 bahts of additional living allowances for officials of the Ministry of Education. In addition to the regular budget, two more allocations were made to the Ministry of Education from the stamp surcharge for the promotion of education and public health, and from the supplementary fund, amounting to 90,000,000 and 7,707,266 bahts respectively. Thus the total budget for education for 1957 was 375,388,856 bahts. If the 660,000,000 bahts of additional living allowances for officials were taken into consideration, the grand total would amount to 1,035,388,856 bahts.

### ORGANIZATION

**Quantitative Development** In 1954, Thailand enforced the compulsory education act. Now a great number of students, after finishing the fourth grade of compulsory education, wish to continue their education. The number of such students was so great that the government had to allow schools in the densely populated areas to conduct classes in two shifts.

<sup>1</sup> From the report submitted to the XX1st International Conference on Public Education by Mr. Charoon VONGSAYANHA, Delegate of the government of Thailand.

In 1957, the following new schools were opened: 2 kindergartens, 832 public schools, 35 primary extension schools, 17 secondary schools, 3 vocational schools, 1 technical institute, 1 teacher training school and 96 private schools.

In addition to these, the following classes were opened in existing schools: 6 pre-university classes, 11 secondary education classes, 3 secondary vocational classes, 15 higher vocational classes, 2 classes in the higher certificate of education, 2 afternoon classes in the certificate of education and 2 special classes for the handicapped.

It should be added that the government has set up special classes for retarded children in five primary schools.

The following statistics show the number of teachers and pupils in 1957 as compared with 1956:

	Teachers		Pupils	
	1957	Difference %	1957	Difference %
Kindergarten . . . . .	768	- 22.88	17,395	+ 7.38
Pre-primary . . . . .	—	—	15,474	+ 9.96
Primary . . . . .	89,188	+ 2.5	3,116,086	+ 2.9
Primary extension . . .	1,533	+ 10.53	49,500	+ 11.65
Secondary . . . . .	12,267	+ 10.34	365,609	+ 12.28
Pre-university . . . . .	678	+ 8.13	11,864	+ 25.86
Home economics <sup>1</sup> . . .	—	—	—	—
Teacher training . . . .	731	+ 9.43	10,670	+ 27.24
Vocational education . .	2,897	+ 11.61	57,714	+ 20.99
Adult education . . . .	1,531	+187.78	33,337	+201.34
Evening courses . . . .	436	+ 15.04	5,696	+ 18.47
Professional . . . . .	128	- 29.69	3,348	- 48.39
Religious courses . . . .	135	- 3.7	2,114	- 7.38
<b>Total . . . . .</b>	<b>110,292</b>	<b>+ 4.52</b>	<b>3,718,807</b>	<b>+ 5.1</b>

<sup>1</sup> In 1957, home economics schools were transferred to teacher training schools, and are therefore listed under that category.

### CURRICULA, SYLLABUSES, METHODS

#### Revision

Review was made of the curricula from the primary up to the pre-university and also vocational levels. In 1958, the primary curriculum which had been worked out in 1957 was put into practice. At present, the curricula for all types of secondary grade are being revised. As a result of this revision, it is hoped to coordinate the curricula for primary extension, secondary and vocational education.

#### Evaluation of Work

In 1958, a new system of evaluation of pupils' achievement was put into use. The pupils' development and their year's work were considered together with the result of the final examination.

#### Textbooks

The department of educational technique has produced a great number of books. Readers were produced in accordance with the primary curriculum which was already put into practice.

### TEACHING STAFF

**In-Service Training** During the year, the Ministry of Education organized 24 in-service courses for 39,873 teachers and education officers. Two hundred and twenty-four scholarships were given to teachers of good working record, enabling them to further their studies in the universities or the colleges of education within the country, and the government also provided scholarships for teachers to take advanced training abroad. Teachers were encouraged to apply for the various scholarships and fellowships offered by the foreign agencies in Thailand, such as the United States Operations Mission and Unesco.

### AUXILIARY SERVICES

**Scholarships** During the years under review, the following scholarships were awarded: 2,606 scholarships for secondary education; 200 scholarships for the pre-university course; 62 scholarships for college education; 229 scholarships for the university; 7,001 scholarships for teacher training and 13,835 scholarships for vocational education.

**Tests** Group intelligence tests were carried out by the department of educational technique and interested participants. This was done as a continuation of those started in 1956. The college of education also conducted an achievement test in collaboration with the department of elementary and adult education. Pilot tests with special reference to reading and arithmetic in the primary grades are being worked out at the present moment.

# TUNISIA

## EDUCATIONAL PROGRESS IN 1957-1958<sup>1</sup>

ADMINISTRATION — *Administrative Changes* — Finance — School Building  
— ORGANIZATION — *Quantitative Development* — Teaching in Arabic  
*Equivalence for the Baccalaureate* — Technical Teacher Training — CURRICULA,  
SYLLABUSES, METHODS — Educational Reform Plans — New Syllabuses —  
Technical Education Conference — People's Education — TEACHING STAFF  
— Status — Further Training — Training of Inspectors — AUXILIARY  
SERVICES — Nutrition — Clothing — Equipment — Scholarships and Loans  
— People's Education

### ADMINISTRATION

**Administrative Changes** During 1957-1958, three administrative measures were taken : (a) the appointment of a general inspector of public education; (b) the creation of a departmental committee presided over by the President of the Republic, assisted by the Secretary of State for the Presidency; this committee is to draw up the main lines of school reform and determine its spirit; (c) the linking of the youth and sports department, which previously came under the Presidency of the Council, with the Secretariat of State for National Education, which since May, 1958, has become the Secretariat of State for National Education, Youth and Sports.

**Finance** The ordinary budget for national education, which was 7,581,210,000 francs in 1956-1957, has been raised to 7,804,000,000 francs in 1957-1958 (+ 2.89%). On the other hand, this budget, which represented 18.54% of the total ordinary budget of Tunisia in 1956-1957, represents 16.79% in 1957-1958.

**School Building** The budget for school building and equipment which reached 1,970,155,000 francs (8.14% of the total Tunisian budget) in 1956-1957, was 1,193,900,000 in 1957-1958, i.e. a decrease of 39.4%.

This reduction in the budget is compensated by new arrangements. The Secretariat of State for National Education has undertaken to decentralize the building operations during 1958. Town councils and local organizations have joined in achieving this project, and they have been invited to build, according to plans accepted by the administration, the schools and classrooms required by the increasing number of children entering school.

The number of primary school buildings reaches 131 classrooms and 78 lodgings.

A grant of 500,000 francs per classroom or lodging to be built is awarded to local committees. On this basis, 245 million francs have been

<sup>1</sup> From the report presented to the XX1st International Conference on Public Education by Mr. A. MZALI, Delegate of the government of Tunisia.



granted to all local governments to subsidize the building of 490 classrooms and lodgings, in accordance with a priority list drawn up by the local committees and examined by the central authorities.

So far as secondary education is concerned, while projects for the building of secondary schools in Tunis and in the different towns of Tunisia are being worked out, existing schools have been enlarged and 48 classrooms, 8 dormitories for 400 boarders, a gymnasium, infirmaries, offices, etc. have been built. In technical schools, 30 new classrooms and 12 workrooms have been fitted out and enlarged.

### ORGANIZATION

**Quantitative Development** The following table shows the development in numbers as compared with the preceding year :

	1957-1958	Difference	%
<i>Primary education</i>			
Schools . . . . .	851	+ 57	+ 7.1
Classrooms . . . . .	6,222	+ 821	+15.2
Pupils (boys) . . . . .	183,974	+22,900	+14.2
Pupils (girls) . . . . .	82,314	+16,652	+23.8
Teachers. . . . .	6,270	+ 830	+15.3
<i>Lycées and "collèges"</i> <i>teacher training schools and</i> <i>"cours complémentaires"</i>			
Tunisian pupils . . . . .	10,689	+ 1,352	+14.5
European pupils . . . . .	627	- 1,274	-67
<i>Vocational and Technical</i> <i>Education</i>			
Pupils . . . . .	10,334	+ 24	+ 0.2
Teachers. . . . .	580	+ 30	+ 5.5
<i>Higher Education</i>			
Students. . . . .	1,967	- 92	- 4.4
Staff. . . . .	171	+ 38	+28.5

The decrease in the number of students is mainly due to the fact that students from Ezzituna University are more and more specializing in jurisprudence or Moslem theology on the one hand and in the study of Arabic language and philology on the other.

**Teaching in Arabic** The extension of teaching in Arabic continued during 1957-1958. Arithmetic is now taught in Arabic during the first four years of primary education.

**Equivalence for the Baccalaureate** The Tunisian secondary school baccalaureate (first and second parts), which was instituted by decree on 17th April, 1957, was recognized by the French Ministry of Education as the equivalent of the French baccalaureate and therefore enables its holders to enter the university under the same conditions.

It consists of a first part with common and specialized sections (arts and science) and a second part also with common and specialized sections (philosophy, science, mathematics and technical subjects).

**Technical Teacher Training** Two schools have been set up to train teachers for vocational schools, the *Ecole normale d'apprentissage* for men and the *Ecole technique des cadres* for women. The former provides three years' general teaching and one year's pedagogical studies. It is divided into two sections: one for general teacher training (languages, mathematics, science), the other for the training of drawing masters (technical and mechanical drawing, technology, mechanics). The women's school also provides a three-year course and includes four sections: needlework, embroidery, lingerie, artistic drawing.

### CURRICULA, SYLLABUSES, METHODS

**Educational Reform Plans** The departmental committee referred to above was called upon to consider a structural reform of the school system.

It is undoubtedly too soon to speak about it in detail. However, it may already be noted that a committee presided over by the Secretary of State for National Education, Youth and Sports, and including the general secretary for national education, the headmaster of Tunis training college (*Ecole normale supérieure*) and the headmasters of all primary and secondary schools, has determined, within the limits of the principles laid down by the departmental committee, the years of study and the time-tables of all schools, as well as the principles which will govern all curricula.

The years of primary education have been reduced from 7 to 6. During the first two years, teaching will be given in Arabic, at the rate of 15 hours a week, and in the last four years, the time-table will involve 25 hours a week (15 hours in French and 10 hours in Arabic).

This adjustment of the course will allow an appreciable educational development and an economy of staff and buildings without an increase in subsidies.

An innovation has been made with the creation of middle schools with special curricula. They include three sections (general, commercial and industrial) and aim at forming the basic personnel needed by the national economy.

Secondary education will extend over six years instead of seven. All pupils will receive the same teaching during the first year after which they will choose between the three sections: classical, economical and technical. Pupils in the classical section will be able to specialize from the fourth year in modern arts, classical arts, science, mathematics, or teacher training (for primary teachers).

#### New Syllabuses

As well as the structure of the school system, committees meet regularly at the Secretariat for National Education to work out the new curricula and draw up the instructions which will clearly define the new spirit of the reform. The new curricula will come into force in October, 1958.

### Technical Education Conference

A technical education conference was held in March, 1958. A number of questions relating to the structure of technical education were discussed and studied.

The main projects which were reviewed during the conference were :

- (1) The creation of a training college for engineer-technicians comprising four sections : electricity (electrical and electronic machines), public works (building, civil engineering, surveying) and chemistry (industrial and biological).
- (2) The extension of technical schools by one or two more senior classes, according to the school concerned; this will make it possible to form specialists in mechanics, electronics, radio-electricity, public works and building.
- (3) The creation of new sections in vocational training centres, such as industrial and agricultural sections peculiar to Tunisia.
- (4) The organization of compulsory vocational day-classes for all apprentices doing a course with an employer, and the institution of a final examination for these apprentices.
- (5) The creation of a higher school of commerce which will lead to a science degree in commerce and economics.
- (6) The institution of a centre of technical documentation whose task is to provide the teaching staff with all necessary documents and to organize courses for the masters as well as technical and pedagogical conferences.
- (7) The arrangement of evening classes for the further training of workers to enable them to become master craftsmen.

### People's Education

A scheme of basic education and a campaign against illiteracy have been worked out.

Reading books for adults and corresponding exercise books have been printed in 100,000 copies, together with a teacher's book.

## TEACHING STAFF

### Status

The revalorization of the teaching profession has to be examined by the government and its statutes will be drawn up within the limits of the general reform now being studied.

### Further Training

Improvement courses (pedagogical talks, model lessons, test lessons) were held for temporary teachers in all primary school areas from November, 1957, to the end of March, 1958, under the control of inspectors.

### Training of Inspectors

Seven teachers recruited on their qualifications alone have been sent to France to the *Ecole normale supérieure de Saint-Cloud* for a year, in order to prepare for the primary inspectors' examination which will take place in Tunis at the end of September, 1958.

## AUXILIARY SERVICES

**Nutrition** The number of school canteens has reached 752, serving 93,095 pupils; 396 million francs have been awarded by the government for the equipment of these canteens. In addition, 297,994 tons of skimmed milk were provided by Unicef and 110 tons of skimmed milk, 200 tons of cheese and 1,050 tons of flour by ICA.

Two inspectors trained in nutrition were entrusted with the organization and control of the canteens. Further, thanks to the help of a dietitian sent by Unicef, three seminars on food in school canteens were held in March for the benefit of headmasters in the districts of Sfax, Gabès and Medenine.

**Clothing** 80 millions francs were assigned for the purchase and making of clothes for poor pupils in all schools.

In most towns, assistance (money, clothes, manpower) has been provided by local organizations, in addition to the funds awarded by the government.

**Equipment** Poor pupils of all schools have received books, stationery, etc. The grant awarded by the government for that purpose was 48,546,700 francs.

**Scholarships and Loans** The credit assigned for scholarships for primary, secondary and technical school pupils and for loans to students is constantly increasing.

**People's Education** Increasingly large subsidies are provided for in the budget to develop public libraries and people's cultural institutions. For libraries, the allocation of 3,800,000 francs in 1956-1957 was raised to 5,180,000 in 1957-1958 (+33.5%). The sum granted to cultural associations rose from 2,400,000 to 5,400,000 francs (+125%).



# TURKEY

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

*Legislation — Budget — Educational Planning — Primary Education — Secondary Education — Technical Education — Private Education — Higher Education — Special Education — Physical Education — School Health — Educational Psychology — Teaching Staff — Foreign Exchanges*

### Legislation

New laws put into effect in the past academic year concern salaries of primary school teachers, the development of the Institute of Public Administration, the protection of children from harmful publications, etc., the expansion of the universities and the qualifications of technicians.

The general department of technical and vocational education became an under-secretariat which aims to train skilled personnel for Turkish industry, which is rapidly expanding.

A department of teacher education was organized in the Ministry aiming to reform training schools by new plans and organization, and to raise the cultural and scientific standard of teacher education in all institutions.

### Budget

The budget of the Ministry of Education was increased from 508 to 561 million Turkish pounds. An additional 35 million was contributed by the provinces for the construction and equipping of primary schools.

### Educational Planning

The rapid expansion of Turkish education has created many problems which can be met effectively only by developing long-term plans. The increasing pressure for the extension of educational opportunity raises problems of many kinds. Since all demands cannot be met immediately, choices must be made with reference to priorities. An educational planning committee was therefore established by the Ministry of Education in January, 1958, to study: (1) literacy training in the armed services, (2) the establishment of a research bureau in combination with the existing bureau, (3) advanced foreign training for specialized personnel especially in the field of teacher education and experimental education, (4) the strengthening of the teaching of English and the development of modern materials and methods, (5) the expansion of teacher education, (6) the use of teaching films especially in the science field.

### Primary Education

Primary education is the basic foundation of the Turkish educational system. The largest portion of the budget,

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. Emin HEKIMGIL, Delegate of the Turkish government.

amounting in 1957-1958 to 331 million Turkish pounds (+ 8 million) is being allocated to primary education. The number of primary schools increased from 19,777 to 20,773 and the enrolment of 2,131,148 in 1956-1957 increased by 7% to 2,279,201 in the present year. Unfortunately there are still more than a million children (31%) of compulsory school age who are not enrolled in school. In order to overcome this problem the number of training schools is being increased in order to supply enough teachers, and primary school buildings are being constructed as rapidly as possible.

The number of primary school teachers increased by more than one thousand to 48,826. A special allocation of 42 million Turkish pounds was made, enabling 853 village schools to be constructed and 758 repaired.

**Secondary Education** The number of middle (junior high) schools increased from 464 to 488 in 1957, and the number of lycées (senior high schools) from 94 to 110. The number of students increased by nearly 20% from 191,240, to 228,683. Different approaches are being planned to provide more lycée teachers, but this still remains a very difficult problem.

Seminars and workshops for teachers are held in all subjects to upgrade the qualifications of secondary school teachers. In the current summer, teachers will participate in seminars and refresher courses in nine different subjects and three groups of foreign language teachers will go to England, France and Germany.

**Technical Education** In response to the rapid industrial development of Turkey, the network of technical and vocational schools and colleges expanded, and in some schools new branches were opened. The department has extended its activities for adults to train men and women to become better qualified and independent in their work. Parallel to this activity in different parts of Turkey the number of courses taught by travelling men and women teachers has increased.

The number of technical and vocational schools and colleges in the 1957-1958 school year was 379, the number of instructors was 3,827, and 101,776 students were enrolled.

Trade schools and institutes for workers and foremen for industry numbered 85 in 1957-1958. Another "school of work" was added for those who want to increase their knowledge and trade in leisure time activities in the industrial area.

In 1956-1957 the 138 evening home economic schools were increased to 150 as a result of the great demand by the public, particularly in small towns.

The commercial schools received improvements in structure in order to meet the country's economic needs more efficiently.

Travelling courses in the villages are organized in isolated parts of the country where it has not yet been possible to open technical and vocational institutes.

Short evening courses conducted in town trade schools particularly for small tradesmen are designed to improve their techniques. The number of these schools in 1957-1958 was 154 with a total enrolment of 3,500.

**Private Education** The number of Turkish private schools at the end of the school year was 131 with an enrolment of 21,945 students. The number of foreign mission schools is 58, and of minority schools 140. The Ministry of Education is encouraging the establishment and operation of private schools.

**Higher Education** Higher schools for different professions are attached to different ministries. The tendency is increasing for all of them to come under the Ministry of Education.

Turkish universities are enlarged and extended, several new departments, institutes and research centres have been added in the academic year. In 1957-1958 there were 33,393 students and 2,070 teaching staff.

**Special Education** There are more than 40 special institutions which educate and train 4,800 boarders. At the beginning of the coming school year several more such institutions will be opened. A seminar to train teachers and administrators for special education was held in April-May, 1958, in Ankara. Last year 2 million Turkish pounds, and in the present year 4.5 million, were allocated for this purpose. Twenty-one teachers were trained abroad for special education work. Special classes will be arranged for mentally retarded children in three provinces.

**Physical Education** Annual sports contests are organized between the schools in all provinces. Youth and sport festivals are presented annually to the public by secondary school pupils all over Turkey. Trips have been arranged to neighbouring countries. Turkish boy scouts participated in the seventh international jamboree in Scotland. Students' summer camps were in operation in 20 places during the summer. The organization of cubs and brownies in primary schools made progress during the year with 19,885 girls and 25,536 boys registered. There were 16,714 boy scouts and 6,430 girl guides in secondary schools.

**School Health** A new department was organized for this purpose during the 1957-1958 school year. Regulations concerning health and mental hygiene check-ups were amended. Agreement with Unicef on the school feeding programme has resulted in a decrease in the number of cases of children's diseases and tooth decay. In the current year four booklets on school health were published and distributed.

**Educational Psychology** The tests and research bureau of the Ministry of Education at Ankara is developing. The bureau is working on tests for the selection of students for entrance to certain institutions.

**Teaching Staff** At the beginning of the 1957-1958 school year there were 54 teacher training establishments, i.e. 47 primary teacher training schools, 3 secondary teacher training schools and pedagogical institutes, 1 teacher training college, 1 technical teacher training college for men, 1 technical teacher training college for women and 1 commercial teacher training college. These establishments catered for 18,576 students, of whom 16,915 were boarders, and employed 1,018 teachers.

**Foreign Exchanges**

Turkey has cultural agreements with Iraq, France, Greece, India, Italy, Pakistan, Spain, Nationalist China, Federal Germany, England and the United States (Fulbright agreement). During the current year cultural agreements have been signed with Libya and Norway.

Cultural agreements aim at the exchange of students and teachers. The Ministry of Education gave 111 full scholarships to foreign students in 1957-1958. These scholarships cover tuition fees and other expenses, a suit of clothes and overcoat every two years, and a book allowance, plus 235 to 250 Turkish pounds per month for general living expenses. There are 2,000 students from 20 countries attending the universities and higher institutions of education in Turkey.

Turkish students studying in foreign countries under the provisions of a special law and regulations number 3,192, of whom 227 do so at the expense of the Turkish government. There are six education offices which supervise Turkish students studying abroad.



# UKRAINE

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

INTRODUCTION — ADMINISTRATION — *Administrative Measures* — *Control* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — CURRICULA, SYLLABUSES, METHODS — *Revision* — TEACHING STAFF — *Training* — AUXILIARY SERVICES — *Special Schools* — *Extra-Curricular Activities* — *Holidays* — *International Education* — *Intellectual Cooperation*

### INTRODUCTION

Public education in the Ukrainian SSR developed during the 1957-1958 school year in accordance with the tasks set by the XXth Congress of the Communist Party of the Soviet Union as regards implementing universal secondary education, improving polytechnical instruction, the training of pupils for work and the quality of education.

The schools of the Ukraine, like those of the Soviet Union as a whole, celebrated the fortieth anniversaries of the October socialist revolution and the establishment of soviet Ukraine during the 1957-1958 school year. During the forty years of soviet government, socialist culture and public education have attained a very high level, and have won recognition throughout the world.

During the 1914-1915 school year there were 557 urban and 20 rural secondary schools in the Ukraine. Over 76% of the population, almost 90% of the women, were illiterate.

Since the October revolution, the Ukrainian SSR has become a country of 100% literacy due to Leninist national policy. Universal compulsory seven-year education has been implemented and the problem of transition to universal secondary education is being solved. The number of secondary schools in the towns has increased five-fold and the number of rural secondary schools, 184 times.

During the current school year, the Ministry of Education and the local public education boards have worked for the further expansion of the network of general education schools, boarding schools, pre-primary and after-school institutions, and for their material improvement. Considerable attention has been paid to improving the training of teachers.

### ADMINISTRATION

**Administrative Measures** The Ministry of Education has improved methods of guiding the work of schools and other educational institutions and of controlling their activity. At the same time, attention has been devoted to increasing the role of the public education boards.

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. M. P. L. MIRGORODSKY, Delegate of the Ukrainian government.

**Control**

The principal aim during inspection was to check the quality of teaching, the knowledge and skill of the pupils, the implementation of polytechnical instruction, moral, vocational, aesthetic and physical education. With the aim of controlling and guiding polytechnical instruction and vocational training, the Ministry of Education has created the new posts of engineer inspector, agronomy inspector and handwork inspector. Efforts have been made to raise the qualifications of administrative staff and school inspectors. Courses of study at the central extension institute for administrative workers in public education have been completed by 1,293 secondary school principals, directors and inspectors of district and city public education boards. Courses have been taken at regional extension institutes by 4,000 school administrators and 28,700 teachers in schools, children's homes and kindergartens.

**Budget**

The sums allocated in the budget of the Ukrainian SSR for social and cultural needs increase from year to year. Whereas 20,200 million roubles were provided for these purposes last year, the 1958 allocation rose to 24,200 million roubles. A sum of 10,991 million roubles is to be expended on public education during 1958, as against 10,000 million in 1957.

The considerable sums allocated for the equipment of schools permitted the installation of 2,218 new laboratories for physics, biology chemistry and other subjects, as well as 3,845 workshops. At the beginning of the 1957-1958 school year, there were 21,700 science laboratories and about 17,900 workshops in the schools of the Ministry of Education. Schools received at state expense thousands of woodwork and metalwork lathes (almost three times as many as in 1956), carpenter's benches, 587 electric power stations, 256 cinema projectors and various tools, for a total cost of 20 million roubles. Measures were taken to provide more schools with plots for agricultural study and experiment. At present, 93.6% of rural schools and 84.9% of urban schools are provided with plots of ground.

**School Building**

In 1957, 396 school buildings, accommodating 89,600 pupils, were erected. Construction of schools is carried out at state expense and with funds supplied by industrial concerns, collective and state farms. The share of the collective farms in the building of schools increases from year to year, which is a result of the growth of their economic capacity. In 1957, they built 281 schools for 35,700 pupils; in the current year, 1,480 schools are being erected. Collective farm constructions, which are carried out in accordance with standard designs drawn up by state designing organizations, provide for a maximum utilization of local building materials and take into consideration the aims of polytechnical instruction, modern teaching and sanitation requirements, and present-day developments in building technique. Moreover, existing schools are being enlarged by adding new classrooms. The number of additional classrooms in the schools rose by 6,217 in 1957.

**ORGANIZATION**

**Quantitative Development** The numbers of educational institutions and of persons studying in them in 1956-1957 and 1957-1958 were as follows:

	1956-1957		1957-1958	
	Institutions	Pupils	Institutions	Pupils
Secondary schools . . . . .	6,284	3,185,800	6,522	3,223,000
Seven-year and primary schools. . . . .	23,786	2,263,100	23,838	2,266,400
Factory and vocational training schools . . . . .	647	165,200	647	164,600
Schools for industrial and rural workers, correspondence schools . . . . .	3,915	372,600	3,589	355,800
Special secondary schools . . . . .	599	374,900	590	356,500
Higher educational institutions . . . . .	138	346,600	138	364,500

The increase in the number of secondary schools by 238 and in the number of pupils by 37,200 testifies to the further expansion of secondary school education. Over 60% of the pupils completing the seventh year continue their studies in the eighth year of general schools (ten-year secondary schools). The decrease in schools for adults is due to the increase in the number of young workers and collective farmers who have completed their secondary education.

In 1957, the number of pupils leaving higher and secondary specialized educational institutions was 148,000; the number of specialists from higher educational institutions exceeded the 1956 figures by 3,700.

The increase in the number of persons employed in the national economy studying at evening and correspondence divisions of higher and secondary specialized education in 1957 was 1,239,800 persons.

Thirty new boarding schools were opened during the 1957-1958 school year, and there are now 80 such schools attended by 19,000 pupils (9,000 more than last year).

There are 443 children's homes, rearing and educating over 44,000 orphans. The children's homes possess adequate facilities for the all-round development of the capacities and inclinations of their wards, giving them secondary education and practical training in a vocation.

The kindergarten and nursery school network has grown, especially for children whose parents are engaged in evening work (261,200 children as compared with 236,700 the preceding year).

There has been considerable expansion in the network of pre-primary children's institutions in the villages. In 1957 there were 874 permanent and 21,113 seasonal pre-primary institutions, taking care of 23,700 and 815,600 children respectively. An idea of the rate of expansion of these institutions can be gained by the example of the Cherkassy region, where the collective farms built 152 kindergartens and nurseries in 1957. By the end of the five-year plan period, all collective farms in this region will have permanent kindergartens.

There are 328,300 teachers employed in primary, seven-year and secondary schools belonging to the Ministry of Education (9,000 more than in 1956-1957). The number of teachers with higher education increased by 10,500.

The network of schools with grades VIII-X was enlarged. There were 3,542 such schools in the republic during the current year, with 244,200 pupils.

### CURRICULA, SYLLABUSES, METHODS

#### Revision

During the current year, efforts were made to raise the theoretical level of teaching and to improve the pupils' knowledge and skill, polytechnical instruction and vocational training. With this aim in view the curricula, syllabuses and textbooks were revised, new laboratories and workshops were set up, summer extension courses were given for teachers, and systematic measures were taken to improve the quality of the lessons.

Greater attention was paid to the teaching of history. A course in modern history was introduced into class X (one hour per week during the second semester). A course in the history of the Ukraine will be introduced in 1958-1959.

To improve aesthetic education, optional singing in grades VII-X was replaced in 1957-1958 by prescribed lessons in singing and music for one hour per week. Lessons in drawing have been introduced in classes I-IV. Pupils' choirs have been organized in almost all schools of the republic, and 1,600 secondary schools have two choirs each.

The curricula and syllabuses of general academic studies have been revised with a view to raising their theoretical level, eliminating matter of minor importance. Greater attention is now devoted to laboratory and practical work, to attaining a closer link with practical life, industrial and agricultural production.

The new foreign language syllabuses lay greater stress on the pupil's mastery of colloquial speech.

The Ministry of Education has revised vocational training in grades VII-X. Topics of secondary importance have been eliminated and replaced by matter which broadens the polytechnical outlook of the pupils, acquainting them with the principles of production and preparing them for practical activity.

Fourteen textbooks on turning, fitting, tractor and automobile driving and other specialities were published for classes with vocational training.

In 1957, 104 textbooks on general academic subjects, with a total of 32.9 million copies, were published for the schools of the republic. Among these textbooks there were 22 new books.

In addition, the RSFSR has provided the schools of the Ukraine in which the language of instruction is Russian with 15.9 million copies of 99 different textbooks. This has made it possible to provide textbooks for all pupils.

To help teachers, 121 titles of literature on teaching methods, on moral, aesthetic and physical education and on polytechnical instruction were issued. A great deal is also being accomplished in this field by the regional extension institutes for teachers.

Teaching aids were published on language, mathematics, natural science, history and literature.

The Ministry of Education published 24 books of popular science fiction, and sixteen books for children were published in foreign languages.



## TEACHING STAFF

**Training** A reorganization of the system of training teachers for secondary school classes V-X was effected during the 1956-1957 school year. All departments of pedagogic institutes, with the exception of the physical education and pre-primary departments, have had the course of study extended from four to five years.

In addition, a four-year course of study has been organized at six institutes to train teachers with higher education for classes I-IV.

In departments of physics and mathematics the term of production practice at industrial enterprises has been increased from 3-4 to 5-8 weeks. The term of teaching practice has been increased to 20 weeks.

Each student teacher is now required to carry out all the duties of a teacher at school for half a term and, moreover, to take part in the teachers' conferences held in August, as well as in summing up the results of the completed quarter and preparing the school for the new year.

Considerable attention is being paid to improving student teachers' polytechnical training, especially in subjects of a technical nature.

Improvements have been made in the equipment of the physics department workshops. Students in physics and mathematics departments are to do teaching practice in school workshops, during which they are freed from studies at the institute. Great attention is being devoted to improving the training of mathematics teachers.

Students receive the necessary training for conducting extra-curricular and extra-mural activities. To improve aesthetic education, students are to acquire the second speciality of singing teacher at 13 institutes. Beginning with the 1958-1959 school year, education departments will be organized at four conservatoires and one art college. The training of singing teachers is also being organized at 9 teacher training schools while music masters for kindergartens are being educated at six teacher training schools (3-year course).

Eight schools are training teachers for practical studies in school workshops (2-year course).

## AUXILIARY SERVICES

**Special Schools** The Ministry of Education has 151 special schools, educating 17,600 pupils with various physical defects (blind, deaf and dumb, etc.). Groups of the kindergarten type have been organized at special boarding schools for deaf-mutes, children being admitted from the age of three.

A secondary school for teaching adult deaf and blind people by correspondence is functioning in Kiev. Consultation centres have been organized in various localities to aid the students in their academic work.

Along with the study of general academic subjects, great attention is devoted in special schools to preparing the pupils for their future practical activity. Experimental work is being conducted in some schools on improving vocational training. Trade schools will be opened in 1958 to train deaf and dumb persons from special schools.

**Extra-Curricular Activities**

Considerable efforts are being made to develop out-of-school activities in some 2,643 centres, including 1,780 children's libraries, 572 pioneers' palaces and houses, 131 stations for young technicians, naturalists and geographers, 119 athletics schools, stadiums and parks, 18 children's cinemas, 11 puppet theatres, 4 theatres for young playgoers, 7 children's railways. There are also 892 children's sections at the houses of culture of the trade unions.

The Ministry of Education issued 10 new programmes of art and music education and children's technical activities for circles at schools and at out-of-school centres. Over 250,000 circles of various kinds (music, technology, natural history, etc.) with 4,850,000 members are functioning at schools and out-of-school centres.

In 1957, the pioneer organization had 2,933,000 members and the Young Communist League membership was 586,200. The YCL members and pioneers took part in the preparations for and the celebration of the fortieth anniversaries of the October revolution and of the establishment of soviet government in the Ukraine. The schools and centres organized evenings dedicated to memorable dates, as well as exhibitions and reviews of amateur art and juvenile technical activity. It was at this time that the exhibition of children's technical and artistic activity was held in Kiev. The best work of Ukrainian SSR schoolchildren was shown at the exhibition.

**Holidays**

Nearly three thousand pioneer camps were opened in picturesque and healthy spots. In addition, tourist expeditions, excursions and trips were organized during the summer vacation, and children's stadiums and playgrounds were opened.

Many pupils spent their vacation at special camps for young technicians, naturalists, geographers, mountaineers or athletes.

Great attention was paid to the organization of excursions and tours at rural schools. During the summer vacation, pupils from many rural schools took trips to large industrial cities, visited factories, plants and mines, and became acquainted with historical sites and monuments.

A total of 1,317,500 children spent their summer at children's health institutions of the Ukrainian SSR in 1957.

**International Education**

An important aspect of school and extra-curricular work with the pupils is education in the spirit of internationalism. The teachers educate the pupils to respect other races and nationalities, and rear them in the spirit of friendship towards children from all over the globe. Each year sees an increase in the number of schools at which the Young Communist League and pioneer organizations carry on correspondence with pupils of foreign countries. The pupils of the Ukrainian SSR become acquainted with the life and studies of foreign schoolchildren, which is to a large extent aided by an exchange of books, collections, albums, photographs, postcards, postage stamps, badges and other souvenirs. At present the pupils of Ukrainian schools are carrying on correspondence with schoolchildren of 50 foreign countries.

**Intellectual Cooperation**

The Ukrainian SSR maintains constant cultural cooperation with the Polish People's Republic, the Rumanian People's Republic and the People's Republic of Bulgaria. These countries exchange

annual delegations of educators, teachers, students and pupils; syllabuses, books on teaching method and textbooks are also exchanged, and mutual assistance is rendered in raising the professional qualifications of teachers.

There has been a considerable extension of cultural relations with other foreign countries. Workers from the Ministry of Education of the Ukrainian SSR have visited France and England during the current year. At the beginning of 1958, a delegation of students of pedagogic institutes visited England. English students are expected to return the visit this October.

The number of delegations visiting the Ukrainian SSR as guests of the Ministry of Education increases from year to year. In the first few months of 1958, the Ministry of Education of the Ukrainian SSR has welcomed delegations from the People's Republic of Bulgaria, the Rumanian People's Republic, the Hungarian People's Republic, Cambodia, the United Arab Republic and the Democratic Republic of Vietnam.

The Ministry of Education of the Ukrainian SSR has worked out a programme of cultural relations with a number of foreign countries during 1959. The implementation of this programme will be a new contribution of the Ukrainian SSR to the cause of strengthening cultural links between the various countries and establishing friendship and mutual understanding among the nations.

# UNION OF BURMA

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

INTRODUCTION    ADMINISTRATION    *Administrative Bodies* — *School Building* — ORGANIZATION    *Quantitative Development*    *Primary Education* — *Secondary Education* — *Technical Education*    *Domestic Science Teaching* — *Art Education*    *Physical Education* — *Audio-Visual Education* — TEACHING STAFF — *Teacher Training*    MISCELLANEOUS    *State Schools in Karen Areas* — *State Schools in Mon Areas*    *Scholarships*

### INTRODUCTION

The government of the Union of Burma has declared its educational aim for the second four-year plan to be consolidation, with expansion wherever necessary.

Basing its work on the five fundamental principles of the new education plan, the government declares as the specific aims of the second four-year plan the following seven points: (1) the retraining of teachers who were produced en masse during the first four-year plan to fill a need of the time, and the provision of qualified teachers; (2) modernization of the curriculum; (3) the production of school textbooks in Burmese; (4) the problem of discipline; (5) the construction of more school buildings and the provision of equipment to meet the needs of the increasing school population; (6) the opening of new schools on a more equitable basis of distribution; (7) the provision of a diversified curriculum directing pupils from the single track of university education into technical, agricultural and vocational courses of study.

### ADMINISTRATION

**Administrative Bodies**    A new feature of the Pyidawtha education plan was the creation of the department of teacher training, and also of a curriculum branch. A curriculum development officer and supporting staff were appointed. The new curriculum was published in 1951, for use as from June, 1955. In 1956-1957, the government also appointed a curriculum advisory board to bring the curriculum up to date. The committee suggested the formation of curriculum committees on the basis of the district, as well as the township. In addition, the curriculum department has been issuing monthly pamphlets to guide the teachers on various matters relating to the teaching of school subjects, for all classes in state middle and high schools.

Another feature of the Pyidawtha education plan was the creation of the department of textbook production in Burmese. During the five

<sup>1</sup> From the report submitted to the XX1st International Conference on Public Education by U SEIN, Delegate of the government of the Union of Burma.



years of its existence, the directorate has published 184 books. Another 25 books are in the process of being written. These publications range from the primary department to the teacher training college. During 1956-1957, 15 books were published, and 9 more books were ready for the press.

Besides the textbook production department, a textbook loan and rental branch was attached to the directorate of education. Textbooks were sold at cost prices or rented at quarter-cost to those who could afford to pay, and were loaned free to poor pupils. During the second four-year plan, textbooks will be lent free of charge to all pupils in state schools.

An education inquiry committee has been set up under the chairmanship of the Prime Minister, U Nu, to make a thorough review of educational problems and to draw up a long-term plan for further improvement of education. This committee, with the approval of the government, announced a new policy with regard to the teaching of English as a foreign language as follows : (1) English will continue to be taught as a compulsory subject from class V to class X; (2) from the examination of 1960, the types of question set in the Matriculation and High School Final will be modified in accordance with the achievement of pupils in the subject at the end of the specified course of teaching; (3) a new subject, advanced English, may be offered as an optional subject in the Matriculation and High School Final examination from 1960.

The Director of Education convened a seminar of heads of state high schools in May, 1958. Two hundred and thirty head teachers attended.

**School Building** There is in Burma an acute shortage of school buildings owing to damage caused by the war and to the increase in numbers. Not much could be done during the early years of independence owing to insurrections on the one hand and inadequacy of funds on the other. By 1951, with the introduction of free education from class I to the university, the schools had become overcrowded.

During the first four years of the new education plan, 79 school buildings were erected because education was given the first priority after defence, law and order in the national budget. Even so, the shortage still exists, and the double-shift system has to be used.

In 1956-1957, 9 new school buildings were completed, but 515 state high and middle schools are still without adequate buildings. These, if built in four years, would require an annual expenditure of 39,562,500 kyats, which is three times more than the annual national budget. The government, therefore, planned (1) to build annually the maximum number of schools which could reasonably be completed in one year; (2) to increase the Director of Education's contingencies for temporary buildings and repairs from 2,500 to 5,000 kyats; (3) to continue the double-shift system where necessary; (4) to rent suitable buildings.

Ten new school buildings to accommodate 500 pupils were sanctioned for construction during 1957-1958. A sum of 200,000 kyats was allocated for repairs to state primary school buildings and also for buildings other than those owned by the government. A total of 800,000 kyats was provided in the budget for the purchase of school furniture and equipment.

## ORGANIZATION

**Quantitative Development** In pursuance of the state policy for consolidation of the expansion made during the first four-year plan, the opening of new schools of all grades was temporarily suspended from August, 1955, to May, 1957.

One of the first tasks of the second four-year plan was to make a survey and to open new schools where necessary, in order to bring about a more equitable geographical distribution of schools.

The following statistics show the increase in the number of schools and pupils :

	1952		1957		Increase	
	Schools	Pupils	Schools	Pupils	Schools	Pupils
Primary schools . . . . .	3,335	468,436	10,751	1,374,056	7,416	905,620
Middle schools . . . . .	72	42,877	452	176,931	380	134,054
High schools . . . . .	108	19,406	236	51,092	127	31,686

That educational opportunities have been considerably increased is evident. From the point of view of equitable geographical distribution, however, the over-all picture is far from satisfactory.

**Primary Education** The compulsory primary education act came into force in 1952, and was then put into operation by way of an experiment in four places near Rangoon. The idea is to get every child of school age to attend school and benefit from primary education. Despite this compulsory act, however, there still persists wastage here and there in the areas selected for compulsory primary education. The total number of compulsory primary schools already opened is 15, with an enrolment of 3,046 pupils.

Primary school curricula have been readjusted in accordance with the fundamental aims set out in the new education plan. In 147 selected primary schools, practical subjects such as art, general science, handicrafts and gardening are being taught by teachers who have undergone special training in the teaching of these subjects.

**Secondary Education** During 1957-1958, 40 new middle schools and 15 high schools have been opened in accordance with the requirements of the second four-year plan.

Technically and vocationally biased subjects have been introduced in selected state high and middle schools.

**Technical Education** The introduction of technically and vocationally biased subjects has led the way for more diversified and enriched curricula, closely integrated with life. Bifurcation at the end of the lower secondary school has enabled pupils to select such practical subjects in the higher stage of secondary education as best suit their special aptitudes.

**Domestic Science Teaching** Education for girls in all state schools has received special attention. There are already 42 selected state high schools where domestic science is being taught by specialist teachers.

**Art Education** There is an assistant inspector of schools for fine art in charge of the whole province, and under him there are seven deputy inspectors, each in charge of a division for effective control and administration of this field of education.

A large number of pupils are now taking an active interest in the study of art. The government has provided ample facilities for the promotion of this subject.

**Physical Education** For effective control and administration of this aspect of education, there are two assistant inspectors for physical education assisted by 14 special deputy inspectors and inspectresses. It is satisfying to note that a rapidly growing number of boys and girls are taking active part in games and physical exercises at all seasons of the school year.

**Audio-Visual Education** This branch, which is dealt with in the new education plan, has its own department attached to the directorate of education. A special officer is assisted by special inspectors and supervisors. During the year, the branch provided 31 radio lessons on various school subjects.

### TEACHING STAFF

**Teacher Training** A new teacher training college, and four more training institutes have been opened. From 1953 to 1955, these training colleges and institutes trained 8,217 emergency primary teachers, taken in ten batches. They were sent out to teach after an intensive training for two months, but after two years' service they are to be recalled for full-time training.

As science has become a very popular subject in all state schools, special training is provided for the teaching of general science. Physics and chemistry are also taught in pre-medical classes attached to 5 state high schools.

Vacation courses were held during April and May, and 40 junior science teachers attended the course at the government's expense.

### MISCELLANEOUS

**State Schools in Karen Areas** The number of schools in this category opened up to the year under report is 818, i.e. 782 primary, 29 middle and 7 high schools. These state schools, where Karen students compose the greater majority, have been opened as a special case, but they are controlled and financed by the education department. There is an inspector for these schools, assisted by an assistant inspector and deputy inspectors. Karen is being taught as an optional subject in all these schools.

**State Schools in Mon Areas** With a view to revising the Mon language and culture, Mon teachers have been appointed annually. Mon educational jurisdiction comprises two sub-circles, and the number of state primary schools for the period ending 31st March, 1958, is as follows: sub-circle A, 55 schools with 8,313 pupils; sub-circle B, 74 schools with 15,556 pupils.

**Scholarships** A total of 1,750 middle school scholarships and 175 high school scholarships have been awarded during the year.

# UNION OF SOVIET SOCIALIST REPUBLICS

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

INTRODUCTION — ADMINISTRATION — *Administrative Measures* — *Control* — *Budget* — *School Building* — ORGANIZATION — *Quantitative Development* — *Structural Changes* — CURRICULA, SYLLABUSES, METHODS — *Reform of Secondary Curricula* — *Length of Secondary Studies* — SCHOOL AND EXTRA-CURRICULAR ACTIVITIES — *Ideological Education* — *Productive Work* — *Art Education* — *Hygiene and Physical Education* — *Children's Books* — *Youth Organizations* — TEACHING STAFF — *Numbers* — *Training* — *Further Training* — *Teachers' Union* — MISCELLANEOUS — *International Relations*

### INTRODUCTION

The 1957-1958 school year was the second in the sixth five-year plan period. As in the previous school year, the schools and other educational establishments, and the Ministries of Education of the Union republics, concentrated on carrying out the tasks set by the Twentieth Congress of the Communist Party of the Soviet Union.

In 1957, the Soviet people celebrated the 40th anniversary of the October socialist revolution. Preparations for this national event and its celebration made for a new step forward in the education of the rising generation.

### ADMINISTRATION

**Administrative Measures** The policy of extending the powers of local government agencies has led to better administration of education by the district, town, regional and territorial departments of public education and by the Ministries of Education of the autonomous republics.

The effort begun in previous years to strengthen effective ties between the Ministries of Education and educational agencies and the schools was continued in the school year under survey.

**Control** A much greater number of inspectors visited schools and other educational establishments and the quality of inspection improved. A great deal was done to improve the qualifications of the inspectorate and to study and popularize the best methods of inspecting.

In the Russian Federal Republic interregional conferences and school inspectors' seminars have become a matter of routine, in addition to inspectors' courses and seminars organized annually by the central institute of advanced training for administrative personnel. In the school year under review the Ministry of Education of the RSFSR held two such

<sup>1</sup> From the report submitted to the XX1st International Conference on Public Education by Mr. A. J. MARKOUCHEVITCH, Delegate of the government of the USSR.



seminars, one of them for inspectors and other leading educational workers of the regions and autonomous republics of the Volga area, and the other for those engaged in the southern regions, territories and autonomous republics. Each seminar was attended by some 300 people. The main problems that came up for discussion were the further expansion of polytechnical training, the linking of instruction to socially useful work by schoolchildren, and better instruction in the curricular subjects.

**Budget** Increased budget appropriations for social and cultural purposes are evidence of continuing progress in Soviet culture and education.

The budget of the USSR for 1957 allocated 188,400 million roubles for social and cultural purposes, and that for 1958, 212,800 million roubles, that is, 24,400 million roubles, or 12.9%, more than in the previous year. Out of this sum, education, culture and science were assigned 83,900 million roubles as against 79,000 million in 1957, i.e. 6.2% more.

**School Building** Expanding public education in the Soviet Union calls for more extensive construction of schools and other educational establishments.

In 1957 capital investment in construction of schools and other institutions for children increased by 33% compared with 1956. General education schools and kindergartens put into operation showed an increase of 16% and 21% respectively.

The number of schools built and put into operation in the Soviet Union in 1957 was 3,285, accommodating a total of 676,600 pupils; 1,839 new schools built at the expense of collective farms accommodated 218,500 pupils.

## ORGANIZATION

**Quantitative Development** By early 1957 there were 1,870,000 children being educated in kindergartens, and early in 1958, 2,088,200 children (+218,200 or 10.4%). In the summer of 1957, playgrounds in town and country took care of 691,500 children of pre-school age (621,000 in 1956).

The enrolment in general schools of all types (elementary, seven-year and ten-year schools, schools for young workers and collective farmers, correspondence schools for adults) increased in the 1957-1958 school year by 500,000 in comparison with the previous year, reaching 30,624,900 pupils in 214,162 schools.

The same period saw the opening of 1,700 new secondary schools.

The number of those who finished secondary school and were issued school leaving certificates in 1957 was 1,500,000.

In 1957-1958 there was an increase in the number of boarding schools—educational establishments of a new type entrusted, in accordance with the resolution of the twentieth party congress, with giving children and young people, as future builders of communist society, an all-round education. At present there are 456 boarding schools in the Soviet Union, attended by 104,500 children as against 56,000 children in the previous school year.

The network of outside-school institutions went on expanding. In 1957 it consisted of 2,741 young pioneers' palaces and houses, 298 young

technicians' centres, 236 young naturalists' centres, 141 excursion and travel centres, 1,031 sports schools, 32 children's railways, etc.

New personnel for the national economy are trained by labour reserve schools: trades, railway, mining, factory trades, civil engineering, technical, farm machine operators' and other schools. In 1957 the number of those who finished labour reserve schools was 686,000 (650,000 in 1956), 361,000 of whom were given jobs in industry, civil engineering and transport and 325,000 in agriculture.

On the other hand, 7,800,000 industrial and office workers specialized or improved their skills in 1957 (7,500,000 in 1956).

New institutions of higher learning were set up in 1957, including new universities in the Bashkirian, Kabardinian-Balkar, Daghestan and Mordovian autonomous republics.

In the 1957-1958 academic year the higher schools, including those giving instruction by correspondence, had an enrolment of more than 2,000,000 and the vocational and other secondary specialized schools (including correspondence schools) also about 2,000,000.

The higher and secondary specialized schools trained over 700,000 young specialists in 1957.

Certain changes were made in the entrance requirements of higher schools, to improve the quality of training. Beginning with 1957, priority in admission to the regular departments of higher schools was given to those who after finishing secondary school had worked in the national economy, in the field of cultural development or in an office, for at least two years. In 1957 this category made up 27% of the total number admitted to regular higher education departments. This year they will be much more numerous.

The total number of research workers in 1957 exceeded 260,000 (+ 9%). The number of those doing research in the field of mechanical or physical and mathematical sciences went up by 12%. Upwards of 96,000 research workers have a doctor's or candidate's degree in science.

In 1957, in accordance with the law passed by the Supreme Soviet of the USSR for the improvement of management in industry and construction, and also in view of the extended authority of the Union republics, more than 170 research institutions and other scientific establishments were transferred to the Councils of Ministers of the Union republics.

The network of evening and correspondence schools was further expanded. Altogether over 3,500,000 people were under instruction in their spare time in higher and secondary specialized schools, general schools for young workers and collective farmers and schools for adults in 1957 (3,400,000 in 1956).

#### **Structural Changes**

Measures are being worked out at present to improve the system of public education. They are necessitated by the fact that, since universal secondary education is being introduced throughout the Soviet Union, it is impossible to admit all those who finish secondary school to the colleges or universities, for admission to these is governed by the demand for specialists with a higher education eligible for employment in the national economy or in the cultural field. Arrangements are therefore being made to reorganize the secondary school in such a way that it will provide a sound general education paving the way

to a higher education but will, at the same time, train young people for useful work and for an active role in producing the values which society needs, since the greater number of young people finishing secondary school are expected to take up jobs in industry immediately upon leaving school. Work is also under way on measures that will enable anyone to receive a general or specialized secondary education or a higher education in his spare time.

### CURRICULA, SYLLABUSES, METHODS

#### Reform of Secondary Curricula

Public education authorities and teaching staffs went on doing their utmost to expand polytechnical training, establish a closer link between instruction and socially useful work by schoolchildren, and inculcate a communist attitude to labour in the rising generation.

The new curriculum, which in the 1956-1957 school year was tried out in more than 500 secondary schools, was introduced in 25% of the secondary schools of the Russian Federal Republic in 1957-1958. Under the new curriculum children in the upper grades of more than 3,000 secondary schools in the Russian Federal Republic took a course in the fundamentals of industrial and agricultural production and received practical training in industry, transport, civil engineering or agriculture, acquiring habits of work in their respective fields.

#### Length of Secondary Studies

The Ministry of Education of the RSFSR, in collaboration with the Academy of Educational Science, worked out a curriculum extending over 11 years instead of the usual 10, and tested it in 50 secondary schools of the Russian Federal Republic. Pupils in the ninth, tenth and eleventh years devote roughly half the school year to school work and the other half to production training, the prolongation of secondary school education by one year making it possible to train young men and women for practical activities without prejudice to their acquisition of basic knowledge on the scale established in the ten-year school. The same kind of work was carried out in the other Union republics.

While giving a great deal of attention to polytechnical education and the training of schoolchildren for practical activities, the Ministries of Education of the Union republics have been taking steps to improve instruction in the humanities. In 1957-1958 a course in modern history was introduced in the tenth year.

In 1957 textbooks for labour (classes V to VII), practical studies and fundamentals of industrial and agricultural production (classes VIII to X) and syllabuses of optional courses in 38 subjects, including a course in housecraft for girls, were published in large editions.

Altogether 2,033 textbooks in the various languages of the peoples of the Soviet Union were published in a total of 218,700,000 copies in 1957.

### SCHOOL AND EXTRA-CURRICULAR ACTIVITIES

#### Ideological Education

The Soviet school does a good deal for the ideological and political, moral, aesthetic and physical training of children and young people.

In the school year under review this work was furthered by the celebration of the fortieth anniversary of the October revolution. As they prepared for these festivities and then took part in them, the schools and other institutions laid greater emphasis on the ideological and political education of children and young people in the revolutionary traditions of the Soviet people. They showed them the progress made in socialist construction and the standard of living, and brought home to them the policy of peace and friendship among all nations which is consistently pursued by the communist party and the Soviet government.

#### **Productive Work**

In 1957-1958 a greater effort was made to engage schoolchildren in socially useful work and accustom them to labour.

In the countryside, children attending seven or ten-year schools helped collective or state farms in raising grain, industrial, vegetable and other crops, laying out orchards and vineyards, and tending livestock. Many schoolchildren acquired knowledge and habits of operating and maintaining tractors, combine harvesters and other farm machines and did a considerable amount of sowing and harvesting.

Schoolchildren in the upper grades of town schools played a greater part in agricultural production. They spent from two to four weeks of their summer holidays on various operations at collective or state farms, including the tending of sown fields and harvesting.

Pupils in the upper grades of numerous town schools contributed effectively to the fulfilment of production assignments while taking practical training in the industries. Some factories set up special shops, where training was organized as a combination of theoretical instruction with socially useful work.

More schoolchildren took part in building schools, workshops, hothouses, gymnasia and sports grounds.

It must be stressed that while schoolchildren perform socially useful work they are not allowed to do more than a reasonable amount, suited to their age. Participation by young people in socially useful work is combined with rest and recreation and therefore benefits their health and facilitates their all-round development.

Various technical and agricultural circles, too, are of great educational importance, for they provide an outlet for and encourage schoolchildren's creative thought, expand their knowledge in science and engineering and impart to them habits of production. This is attested by the work sent by schoolchildren to the USSR agricultural exhibition and to the second all-Union exhibition of children's craftsmanship in 1958.

#### **Art Education**

Singing was introduced optionally in classes VII-X of the seven and ten-year schools of the Russian Federal Republic. At the same time, measures were adopted to extend work in singing and music outside school by setting up school choirs and orchestras, by individual instruction in playing various musical instruments, by publishing popular books for schoolchildren about Russian, Soviet and foreign composers, etc.

In 1957, the eleventh all-Union junior art show was held. The drawings, statues and needlework on display showed that the range of subjects dealt with by schoolchildren is becoming more varied every year and that the children's creative abilities are steadily developing.



The festivities of the fortieth anniversary of the October revolution greatly stimulated the work of schools and other institutions in the aesthetic education of schoolchildren. They gave an impetus to amateur activities in song, music, dancing, dramatic and pictorial art.

#### **Hygiene and Physical Education**

In the 1957-1958 school year an effort was made to improve physical training in schools and promote sports outside school.

The physical culture and sports contests that are held every year in schools, towns, districts, regions, territories, autonomous and Union republics are indicative of the increasing achievements of Soviet schoolchildren in these fields. The contests culminate in nation-wide schoolchildren's games. The fourth games were held in 1957 and the fifth will be held this year.

Seasonal health-building measures constitute an important element of the health protection system of children and youth.

In the summer of 1957, as in previous years, over six million children and young people were accommodated in young pioneers' camps, children's health resorts or tourist camps, or went to summer resorts in the country.

This year the number of town and country playgrounds (collective farm and inter-collective farm, young pioneers' camps and youth camps) shows a substantial increase as compared with last year. When they spend their holidays in the country pupils in the upper grades help collective or state farms in field work.

The number of so-called "forest schools" for children of weak health went on growing. In the Russian Federal Republic they took care of over 44,000 children in the 1957-1958 school year (40,000 in the previous period).

#### **Children's Books**

In 1957, 2,402 book titles for children were published, totalling 170 million copies.

As of 1st January, 1958, the following periodicals were published in the Soviet Union: 24 young pioneers' newspapers and 119 newspapers for young people in 10,086,000 copies, 31 magazines for children and 16 magazines for young people in a total of 56,429,000 copies.

#### **Youth Organizations**

The eighth plenary meeting of the central committee of the young communists league, held in November, 1957, and the thirteenth congress of the komsomols which met in April, 1958, outlined the further development of young pioneers' work in the schools.

In keeping with the resolutions of the eighth plenary meeting and the thirteenth congress, numerous komsomol and young pioneers' organizations at school stepped up their activities, particularly in the ideological and political education and labour training of children and young people.

The content of komsomol and pioneer organizations' work is becoming more and more closely bound up with communist construction.

### **TEACHING STAFF**

#### **Numbers**

Under the Soviet regime the number of teachers has multiplied by nearly seven. Today there are more than 1,859,200 teachers working in schools.

**Training**

The extension, in the 1956-1957 academic year, of the course in pedagogical institutes to five years made it possible to improve the training of teachers.

In 1957-1958 pedagogical institutes paid more attention to the practical training of students for their future work at school, giving the students more time for practice in schools and institutions, and improving practical training. Besides, the faculties training teachers in physics, chemistry, biology and fundamentals of production sought above all to impart to them the knowledge required by polytechnical education and labour training of schoolchildren.

By way of experiment, the training of teachers for the lower classes of special elementary schools was organized in some pedagogical institutes in the 1957-1958 academic year. After the results of this experiment have been studied, the curriculum and syllabuses for the training of junior class teachers in pedagogical institutes will be revised.

**Further Training**

The system of further training of teachers did not undergo any changes in the 1957-1958 academic year.

Methodological work and further training of teachers were carried out by the methodological commissions of schools and interschool methodological associations, district and town pedagogical laboratories and regional, territorial and republican refresher institutes. Attention was focussed on the problems of polytechnical education and labour training of schoolchildren, a higher standard of teaching, better knowledge in all curricular subjects and better educational work. Every one of these problems was considered both from a theoretical standpoint and in terms of their practical solution in schools. A special effort was therefore made to analyse and diffuse the experience of the most efficient educators.

The "pedagogical lectures", in which thousands of teachers took part, played a noteworthy role in the academic year under survey, as they did in previous years.

The Ministries of Education and public education agencies also endeavoured to encourage the self-education of teachers.

A large amount of curricular and methodological literature is published every year to help teachers, school principals and other educational workers. In 1957, the Ushpedgiz publishing house of the Russian Federal Republic published 325 book titles in a total of 16,636,000 copies.

Furthermore, educational journals are published in every Union republic for teachers and educational workers. There are now 18 such journals appearing in the Russian Federal Republic, of which two—"Physical Culture at School" and "General Education Schools for Adults"—started publication this year.

**Teachers' Union**

In 1957 the two trade unions of educational workers and of higher school and scientific workers merged to form a single trade union of educational, higher school and scientific workers. As the functions and rights of the trade unions have been extended during the past year, the new trade union does more to settle problems of labour and to exercise a more exacting supervision of adherence to labour legislation and public control over labour protection. It has also become more active in improving the standard of living of its members and raising the level of its cultural and educational work.

## MISCELLANEOUS

**International Relations** In 1957-1958 the Ministry of Education of the RSFSR continued its efforts to expand and strengthen international contacts in the sphere of public education.

These contacts were promoted by the agreements on cultural co-operation signed between the Soviet Union on the one hand and the people's democracies, as well as a number of other countries, including the United Arab Republic, France and the United States, on the other.

Last year the Soviet Union was visited, at the invitation of the Ministry of Education of the RSFSR, by 38 teachers, delegations and individual representatives of 15 countries. In other words, there were 13 delegations more than in 1956, or two and a half times as many as in 1955. In the first half of this year the Ministry of Education of the Russian Federal Republic received 18 delegations.

Besides, the Ministry of Education of the RSFSR and its institutions were visited in 1957 by 75, and in the first half of 1958 by 32, foreign delegations totalling almost 1,300 people, who had arrived in the Soviet Union at the invitation of other ministries and departments and had shown great interest in Soviet public education.

Over 60 foreign delegations visited the Academy of Educational Science of the RSFSR and its research institutions.

Exchange of educational literature with foreign countries has expanded. At present the state public education library under the Academy of Educational Science of the Russian Federal Republic is carrying on a steady book exchange in all people's democracies, as well as with Argentina, Australia, Brazil, Burma, Canada, Denmark, France, the German Federal Republic, Great Britain, India, Indonesia, Italy, Japan, Mexico, Norway, Sweden, Switzerland, the United Arab Republic and the United States.

In 1957, the Ministry of Education of the RSFSR held in the Chinese People's Republic an exhibition of public education in the Soviet Union. An exhibition of education in the Hungarian People's Republic and an art exhibition of British children were displayed in Moscow.

Exchange of groups of students and schoolchildren has increased and international correspondence between schoolchildren has expanded.

Delegates of the Ministry of Education and the Academy of Science of the Russian Federal Republic took part in conferences and seminars held by the International Bureau of Education and other international organizations.

# UNITED ARAB REPUBLIC

## Southern Region (Egypt)

### EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

*Decentralization      Budget      School Building      Quantitative Development*  
*— Higher Education      Technical Education      Preparatory and Secondary*  
*Education      Primary Education      Teacher Training      Private Schools*  
*Methods — Research —*

**Decentralization**      The Ministry vested further technical and administrative powers in educational zones and gave them more responsibility.

Educational zones were also encouraged to set up their own special departments for technical research and projects, which has helped them to understand local educational problems. Managers of educational zones are invited periodically to a conference to discuss pedagogical questions and problems, the dissemination of educational information, studies, research, new trends, the recommendations of international conferences, seminars, curricula for higher training colleges and institutes, etc.

The educational zone leaders realize that they are not mere executants of a policy worked out independently of them, but rather active and efficient participants in the framing of policies, the planning of schemes and the implementation of projects which fulfil the country's real requirements. The new trend has also made it necessary for the Ministry to reconsider the arrangement of educational zones. Cairo was divided into three zones (north, central and southern) instead of two. The Port Said district was also divided into two zones, Port Said and Suez.

**Budget**      The following table gives particulars of the education budget (in Egyptian pounds) for the current school year compared with last year's figures:

	1956-1957	1957-1958	Difference
Central administration and education services . . . . .	35,392,400	38,215,000	+ 2,822,600
Antiquities administration . . . . .	408,700	335,000	— 73,700
School hygiene . . . . .	371,900	387,200	+ 15,300
Arabic language academy . . . . .	31,600	33,600	+ 2,000
Egyptian library . . . . .	121,300	104,000	— 17,300
Monuments registration centre . . . . .	96,000	46,700	— 49,300

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. Mohamed Hussein EL-MAKHZANGY, Delegate of the government of the United Arab Republic.



It will be seen from the above table that the Ministry of Education budget increased by 2,669,600 Egyptian pounds this year. Furthermore, the reorganization of state machinery entailed the transfer of the school hygiene budget to the Ministry of Health with effect from the beginning of the current financial year (1.7.1957).

The budget for the exchange of scholars with foreign countries and the implementation of cultural treaties was raised to 30,000 pounds and the provisions for local and foreign educational conferences to 6,000 pounds. Credits totalling 3,000 pounds were allotted for artists' studios, the plastic arts centre and audio-visual aids, and 1,000 pounds for the revival of national arts.

These increases indicate the Ministry's interest in making available all potentialities that would help it shoulder its technical and cultural responsibilities in the national, Arab and international fields.

#### **School Building**

The Ministry took over 747 primary schools up to October, 1957, and expects to receive 109 schools more in the current year. It was further decided to build 50 schools of the same stage to be ready by October, 1958, and 50 more schools for 1958-1959, to be ready by October, 1959.

The Ministry of Education was able this year to open a supplementary credit to set up further schools. It has already called on the school buildings department to provide an observatory for Cairo University's astronomical telescope at Gebel Al-Atayma, to construct a new room for the faculty of commerce, an adjoining building for administration at the Alexandria University, and walls and other annexes for the three universities. These are expected to be handed over in the summer of 1958, except for the faculty of arts buildings of Alexandria University, which are expected to be ready by the end of October, 1958, and the observatory, scheduled for February, 1959.

The latest reorganization of state machinery has required the attachment of the school buildings department to the Ministry of Municipal and Rural Affairs.

The Ministry's budget for the current financial year provided for the necessary instalments to be paid towards the cost of school premises. These total 1,700,000 Egyptian pounds.

To enable the Ministry to cope with the constant increase in the number of children who are liable for compulsory education, article 25 of law No. 213 of 1953 on primary education provided that every provincial council should include in its annual budget a sum for primary education equal to 66% of the additional fees levied on land taxes and that every municipal council shall allocate 1% of its total receipts for the same purpose. These amounts are payable to educational zones and are placed in a special account for them to spend on new buildings in each district. All such buildings are exempt from financial restrictions.

This system will be applied as from the 1958-1959 financial year, thereby affording educational zones an opportunity to meet schools' requirements and to ensure a larger measure of self-sufficiency.

Egypt was represented at the International Conference on Public Education which made a number of excellent recommendations on this problem, and Egypt has made great efforts to put these recommendations

into effect. The educational documentation centre had the recommendations translated, in addition to those put forward by the Conference on the training of primary teachers. The translated recommendations were duly distributed to all relevant departments and educational zones.

**Quantitative Development** The following statistics show the number of pupils and teachers in 1956-1957 and 1957-1958.

Type	1956-1957				1957-1958			
	Pupils		Teachers		Pupils		Teachers	
	Boys	Girls	Men	Women	Boys	Girls	Men	Women
Nursery schools	4,608	2,731	3	227	4,532	2,714	4	246
Primary schools	1,232,558	743,116	35,816	16,815	1,302,743	783,961	36,751	15,994
Handicapped and social institutes	4,419	6,757	273	441	2,777	5,094	155	422
Upper primary	3,775	1,906	281	125	1,812	1,112	181	93
General preparatory	242,517	75,936	11,766	2,892	298,754	69,479	12,791	2,960
General secondary	99,877	18,776	6,769	1,122	99,612	18,723	6,845	1,136
Technical preparatory	11,840	1,145	640	14	18,719	1,690	1,670	77
Technical secondary	23,161	5,977	2,025	337	39,343	7,892	2,413	605
Rural teacher training	1,628	—	129	—	1,846	666	188	41
General teacher training	11,291	10,994	1,115	618	9,333	8,627	1,121	668
Supplementary sections	—	486	—	—	—	384	—	—
Special teacher training	1,276	684	334	51	152	301	82	13
French teacher training	1,373	701	81	19	1,356	661	119	32
Higher teacher training	2,694	1,960	248	228	2,965	1,784	379	324
Higher technical training	2,284	436	126	12	3,920	1,977	186	32
Universities	56,533	7,888	2,339	143	61,811	9,333	2,513	156
• Al-Azhar • University	36,612	—	1,681	—	37,245	—	1,789	—

### Higher Education

The Ministry has undertaken a study of the country's requirements in a scientific and realistic spirit and intends to draw up plans in conformity with its capacities and in harmony with the objectives of the revolution. The Assiut University was therefore opened only after extensive studies and comprehensive preparation, after it had procured its equipment, secured the necessary teaching staff and planned both its present and future policies. By setting up the Assiut University, which brings the number of the Egyptian region's universities, including Al-Azhar, to five, the Ministry intended to cope with Upper Egypt's university needs by providing its citizens with the higher education for which they had toiled and to ensure an equitable geographical distribution of university facilities. Assiut University represents a new educational experiment, since it has a different basis from the other universities and seeks to realize the objectives of the present drive for progress.

Decree No. 75 of 1958 set up a large number of Ministry-controlled higher institutes and faculties, and regulates the statutes dealing with their technical affairs, teaching staffs and academic degrees. The Under-Secretaries of State responsible for the control of these faculties and institutes conferred with their deans and agreed on the introduction of new curricula and systems for the execution of that decree.

A glance at the list of these institutes and faculties, and the objectives for which they have been established, would clearly reflect the firm determination of the State to consolidate the national economy by using experts and technicians in the industrial, agricultural and commercial fields, and to foster sport, art and music.

**Technical Education**

In the field of technical education, a new trend has developed, namely, the formation of central and regional vocational education councils. These include businessmen, economists, prominent traders, farmers and industrialists. The councils guarantee elasticity, regeneration and development for this kind of education, thus providing the country with specialists, technicians, skilled workers and efficient agricultural labour.

Being anxious to promote vocational education on its own territory and in the other Arab states, to study the factors and the obstacles which stand in the way of spreading it proportionally to those states' respective needs, and to devise ways of removing such obstacles, Egypt convened a technical and vocational education conference for the Arab States which was held between November 23rd and December 5th, 1957. The conference put forward valuable recommendations on planning, general policy, administration, finance, selection and training of teachers, curricula, teaching methods and cooperation between the Arab States. Steps are already being taken by the Ministry towards the implementation of these recommendations.

**Preparatory and Secondary Education**

Preparatory education is gradually taking its new shape: three years instead of four as from the current school year. The first year already runs in accordance with the new system. Technical and administrative arrangements are being made in order to open the second year during 1958-1959; the final conversion will be effected in the school year 1959-1960.

In secondary general education, the Ministry is opening up new fields for pupils. German had already been introduced as a first foreign language in certain schools at Cairo, Giza and Alexandria during the school year 1955-1956. The study of German was extended this year to schools at Mansura and Tanta. A number of teachers were also sent abroad for specialization in the language, and the successful outcome of the experiment was instrumental in prompting the Ministry to include Italian as a subject of study in some schools in Cairo, Giza and the Canal Zone. The Ministry is still engaged in studying measures which would ensure a greater demand for specialization in natural science. It takes particular interest in strengthening the students' character at this stage of development. It therefore decided to adopt "cooperation" as a topic for moral campaigns in secondary schools. At the same time, special attention was given to the study of the provisions in the Constitution relating to cooperation, solidarity and certain aspects of international cooperation and organization.

After a comprehensive scientific study of the problem of examinations, supported by statistics, questionnaires and comparisons, the Ministry is abolishing the second session examination in order to provide wider opportunities of success for the students, and to avoid their progress being blocked by some subject for which they are not naturally gifted, so preventing examinations from being the only preoccupation of students. The Ministry was determined to abolish second session examinations once it had been established conclusively that they are a waste of effort, time and money.

This being the case, law No. 399 of 1956 was issued abolishing the second session examinations at both the preparatory and secondary stages.

Under this law, a student is considered to have passed the examination when he has obtained the minimum mark allotted for all subjects, provided that he fulfils one of the following conditions: He must have (a) passed the examination in all subjects; or (b) passed the test in the Arabic language and all other subjects except one; (c) passed in Arabic language and all other subjects except two, for which he has obtained at least 25% of their total maximum marks.

#### **Primary Education**

This year a number of ministerial orders have been issued regulating the process of compulsory education and the places where it should be applied, and providing for the establishment of special schools for handicapped and backward pupils in the compulsory education age groups. The Ministry has also provided section inspectors trained in the new teaching methods. A school was selected in each educational zone for the application of this method in a first-year class preparatory to its generalization.

In order to provide suitable teachers who would direct education along proper lines, the Ministry made arrangements for the training of adequate numbers of teachers in the training institutes for men and women teachers.

Towards the middle of the year, the primary education research committee completed the printing of its report. The report gives a series of recommendations of an easy practical character. The report was subsequently studied by educational zones whose representatives met at the Ministry to discuss the best ways and means of implementing the recommendations.

#### **Teacher Training**

Among trends in teacher training has been the Ministry's tendency to train the rural teacher to appreciate the social, economic and intellectual problems of his environment and infuse into the local children love of the country while providing them with the skills that will enable them to respect manual work and to exploit local materials in rural industries. The Ministry arranged for the establishment of more and more rural training schools for men and women teachers in an effort to double the number of such schools within one year.

At a time when the Ministry was endeavouring to liquidate the special training institutes for men and women teachers (since the type of teacher they produced was no longer required), it incessantly worked for the improvement of the standards of preparatory and secondary school teachers through the creation of training colleges for men and women. In the year under review, the Ministry set up a training college for men teachers at Assiut on the same lines as its counterpart in Cairo; it also established a women's college at Minia. Great attention was at the same time given to the creation of higher institutes for physical, technical and musical education, as well as sociology and agricultural, commercial and industrial training. The Ministry plans to give technical institute graduates courses in psychology and pedagogical science, thereby providing a good number of highly qualified teachers for preparatory and secondary education of all types.

The provision during the year of greater opportunities for training on up-to-date lines in matters relating to inspection and school adminis-



tration is no less indicative of the Ministry's interest in teacher training. A number of efficient headmasters and assistant headmasters were granted leave ranging from three months to one year for the study of a special programme prepared for them by the education department of Ein Shams University.

#### **Private Schools**

The Ministry believes in the necessity of encouraging private schools. With this end in view it not only promulgated law No. 583 of 1955, which raised the standards of private education, but enacted further legislation which encouraged the erection of school premises. This year the Ministry entrusted the National Foundation for Education and Instruction with the administration of the non-religious foreign schools and institutes taken over the previous year. Special rules were at the time issued to regulate that operation in conformity with national trends.

#### **Methods**

Keen interest was also taken by the Ministry in the development of teaching methods. The audio-visual aids department was strengthened by highly qualified specialists, and modern premises were made available to house it. The department was also provided with modern technical and material means which would enable it to discharge its duties efficiently. The department is responsible for the supply of imported audio-visual aids to educational zones, schools and institutes, and for the manufacture of standard specimens of audio-visual aids for different levels. It also encourages educational zones to manufacture such aids from local materials, thus limiting the country's imports. This will help the establishment of local teaching aids industries, which will provide employment on the one hand and save the State substantial funds for investment in development projects on the other.

Furthermore, it also devolves on the department to train educational zone leaders in the use of the different teaching aids, not only in schools but also in adult classes, social centres and private societies concerned with education and orientation. The department makes an effective contribution to the preparation and recording of wireless programmes for the different levels of education, and their broadcasting in cooperation with the Egyptian broadcasting authorities.

#### **Research**

The Ministry is anxious, before any long term plans or projects are worked out, to conduct a comprehensive and scientific study of pedagogical problems in the light of the historical and social development of the country, seeking guidance from the methods adopted by other countries and the solutions applied by them.

The Ministry consolidated the technical research and projects authority and developed it into an integrated technical organization, annexing to it the education museum and the Ministry's library, and creating special departments concerned with the study of pedagogical problems in their educational, social, historical and financial aspects. To this end it makes available the multitude of references, documents and previous research conducted by the Ministry's departments, institutes or university faculties of education both in and outside the country. It designs questionnaires, collects relevant data and statistics, holds forums and seminars to secure the views of educators, etc.

The Ministry has decided to issue a half-yearly book embodying the research conducted on certain pedagogical problems and educational systems, as a contribution to international efforts towards the quantitative and qualitative improvement of education, and in order to arouse the interest of research workers and other authorities concerned with education in the study of educational problems. A body of specialists from the staff of the Ministry's technical research department, together with university and training college professors, has already been appointed to draw up the book. This body decided to devote its first study to the preparatory and secondary stages with a view to the formulation of suggestions and recommendations for submission to the planners of the country's education policy.

## Northern Region (Syria)

### EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

*Budget — School Building — Primary Education — Preparatory and Secondary Education — Teacher Training Schools — Other Ministries' Schools — Private Education — Technical Education — Higher Education — Scholarships — Conclusion*

**Budget** The following figures show the growth of the education budget in the Northern Region (in Syrian pounds):

Financial Year	General State Budget	Education Budget	Percentage
1946. . . . .	129,704,000	14,127,388	10.89%
1957. . . . .	364,761,000	55,986,000	15.34%

**School Building** Laws No. 226 of 16.1.1946 and No. 222 of 31.3.1956 provide that the cost of primary and rural school premises should be borne by the people. Additional charges at certain rates were levied on public taxes and municipal duties, and allocated to the construction of primary schools. The Ministry of Public Works makes provision in its budget for the establishment of secondary and professional school premises. Last year a total of 68 primary and rural school buildings were constructed in addition to two secondary schools.

**Primary Education** The sixth class in intermediate schools was restored to primary schools as the final year of the earlier stage. To complete this step it will, however, be necessary to wait a further year, because of the lack of room in existing school premises to accommodate all the fifth year pupils passing into the sixth year.

<sup>1</sup> From the report submitted to the XX1st International Conference on Public Education by Mr. Mohamed Hussein EL-MAKHZANGY, Delegate of the government of the United Arab Republic.

By virtue of the cultural agreement, new syllabuses were applied in the first three primary years, and the relative textbooks were amended in the light of these syllabuses, which will also be applied to the fourth form during 1958-1959. During this transition period, the yearly examination has been abolished in the first three years and will gradually be cancelled in the other classes. Pupils in these years qualify for promotion if they obtain 50% of the marks for the year's work and 40% of the total maximum marks for each subject.

In an effort to develop rural education, thirty-four primary schools were converted into rural schools, and the classrooms attached to them were increased in order to achieve objectives properly. Measures are now being taken towards the conversion of 100 other primary schools into rural schools during the next academic year.

Rural school courses are identical with those in primary schools as regards duration and general curricula. Agricultural subjects and practical training in rural industries start only in the fourth form, when a one-hour lesson is given each week. This is increased to four in the fifth and sixth forms. Rural schools are so far confined to boys, but the Ministry envisages their future extension to include girls.

Teaching in the last two forms of rural primary schools is done by graduates of rural teacher training institutes, which follow the same syllabuses as the primary teacher training schools, except for the study of agriculture in theory and practice.

The special schools for children from border districts and tribes were also considerably increased, and the accommodation in the five primary boarding schools for them was extended.

The subjects of study in the tribal primary schools, which accompany the tribes on their journeys, are similar to those taught in the first three forms of primary schools. The remaining three forms of tribal schools are devoted to courses of interest to desert and rural populations.

The following table reflects the development of primary and rural schools in the Northern Region :

	1956-1957		1957-1958	
	Pupils	Teachers	Pupils	Teachers
Government schools. .	275,623	8,004	295,361	8,240
Private schools. . . .	76,558	2,860	80,385	2,992
Total	352,181	10,864	375,746	11,232

#### Preparatory and Secondary Education

Steps are being taken by the Ministry of Education towards the achievement of Arab cultural unity between the two component parts of the United Arab Republic. New syllabuses have begun to be applied in the first and second years of secondary schools and the first year of primary and rural teacher training schools. The textbooks of these forms have also been amended in line with the new curriculum and the newly introduced examination system. The Ministry will continue applying the new curricula in all classes of the various schools in 1958-1959. In anticipation of this, the Ministry has already announced a competition for the writing of textbooks in line with the new curricula for all forms.

The following table reflects the growth of preparatory and secondary education this year and last year :

	1956-1957		1957-1958	
	Pupils	Teachers	Pupils	Teachers
Government schools. . .	35,790	1,063	27,954	1,054
Private schools . . . .	32,194	2,850	33,803	2,992
Total	67,984	3,913	61,757	4,046

One of the new trends in education which the Ministry has adopted this year was the introduction of the " Futuwwa " (strength) system in all secondary schools for boys and girls. This system is based on national guidance, Arab virtues and military training. For girls, the system covers nursing and civil defence in addition to military training. To improve the standards of this system, training seminars are being organized during the summer vacations.

**Teacher Training Schools** There is no difference between the syllabus for the rural teacher training schools for boys and that of primary teacher training schools for boys and girls, except as regards the study of agriculture in theory and practice for which five hours a week are allotted in each of the three years. The allotment of weekly study hours for the rest of the subjects has been properly coordinated. They now total forty hours. A four-week course of practical training in agriculture was also introduced; the dates of this course are decided by the headmaster and teachers of agriculture. Students join primary and rural teacher training schools after having gained the preparatory education certificate. The period of study has been extended from two to three years under the new system.

The following table gives the number of schools, pupils and teachers, both men and women, at primary and rural teacher training schools in 1956-1957 and 1957-1958 :

	1956-1957	1957-1958
Schools . . .	8	8
Pupils . . .	1,178	1,231
Teachers . . .	108	75

The number of teachers this year is below the figure for last year because last year's figures include part-time teachers.

**Other Ministries' Schools** The foregoing statistics cover only the schools controlled or supervised by the Ministry of Education. In addition to these there are a number of other schools at preparatory and secondary level which are controlled by other ministries. These include the agrarian schools operated by the Ministry of Agriculture, which totalled six during the school year 1956-1957: one veterinary school at Damascus, three preparatory and two secondary schools with 684 pupils, all of whom are boarders.

The Ministry of Wakfs operates five Sharei secondary schools with 869 pupils. Other schools are the police schools of the Ministry of the Interior, the rural revival and social guidance schools of the Damascus



governorate, the juvenile delinquents, the survey and real estate improvement school of the Ministry of Justice, the meteorological, posts, telegraphs and telephones school of the Ministry of Public Works, and the statistical school attached to the Ministry of Health. These are apart from the mechanical schools and the military colleges attached to the Ministry of War.

#### Private Education

There exist a large number of primary, secondary and private technical schools in the Northern Region which are financed and administered by private bodies and individuals. These are divided into private free schools, foreign schools and schools run by the United Nations Relief and Works Agency. The evacuation of French forces entailed a decrease in the number of foreign schools for the various educational stages and an increase in private free schools.

Private schools have been developing ever since the promulgation of decree No. 175 of 17.3.1952 on private education. This contributed to their stability, tightened the authorities' control over them, and subjected them to technical inspection. It also contributed to the correlation of their syllabuses with those of government schools, and imposed on them the obligation of teaching history, geography, national subjects and civics in Arabic. The decree makes it conditional that the Ministry of Education's approval shall be given to the textbooks for these subjects and for Arabic language before they are distributed to pupils.

The following table gives a picture of the development of private education :

Type of School	Primary Stage		Secondary Stage		Technical Education	
	Schools	Pupils	Schools	Pupils	Schools	Pupils
National . . . .	329	58,879	157	27,112	3	238
Foreign . . . .	19	7,663	17	3,257		
Refugee relief .	55	10,019	9	1,825		

#### Technical Education

Particular care is being given by the Ministry of Education to technical education, especially during the current school year. A plan was worked out for the extension of technical education in all governorates.

Under the terms of the cultural agreement, technical education was divided into a preparatory and a secondary stage of three years each. Candidates are accepted in the preparatory technical stage who have completed the primary course. To the secondary technical schools, those pupils are admitted who have duly terminated their general and technical preparatory school courses.

Technical education in the Northern Region does not cover agricultural education.

The following table reflects the growth of vocational education (commercial, industrial and feminine arts schools) :

	1956-1957			1957-1958		
	School	Pupils	Teachers	Schools	Pupils	Teachers
Government . .	12	3,172	249	12	2,406	164
Private . . . .	3	238	67	3	250	70
Total	15	3,410	316	15	2,656	234

The current year's figures reflect a marked decline in the number of registered pupils. This is due to the fact that the application of the terms of the agreement required that all pupils who had terminated the fifth-year course should be retained for a sixth primary year. None of these pupils were therefore accepted in preparatory technical schools this year, but they will be so accepted next year when they have completed the whole primary stage.

**Higher Education**

Damascus University assumes full responsibility for higher education in the Northern Region. The university consists of a faculty of medicine (including chemistry, dentistry, nursing and midwifery), faculties of law, arts, science, engineering, commerce, education and Moslem law. A plan is being worked out by the Ministry for the creation of a faculty of fine arts and another for agriculture, in addition to a higher education institute of technology. Students of both sexes totalled 7,696 in 1957-1958, an increase of 1,455 over last year.

**Scholarships**

More students for short and long-term practical and theoretical courses were sent abroad on scholarships during the current school year. Keener interest was taken in technological studies, as is borne out by the fact that as compared with 170 men and women sent abroad during the school year 1956-1957, the 310 persons sent in 1957-1958 included 190 for scientific and technical studies, apart from those who took up courses on their own in foreign states. The figure for the current school year was 422 men and women, of whom 101 took law and arts and 341 science and engineering.

Scholarships are provided by Damascus University for its outstanding graduates to follow up their studies in foreign universities. Moreover its professors make regular visits to foreign universities.

**Conclusion**

The number of regular pupils attending the Ministry's schools in the current academic year is 449,086, including Damascus University students. This represents 10.84% of the Syrian population, which totals 4,141,882 persons. This is quite a substantial proportion when compared with the corresponding figure for about eleven years ago, when the total number of pupils, including university undergraduates, was 165,157. This represented only 5.59% of the 1945 population figure of 2,949,815. This gives a good picture of Syrian development in the field of education.

# UNITED KINGDOM

## England and Wales

### EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

ADMINISTRATION — Finance — School Building — Independent Schools — ORGANIZATION — Quantitative Development — Further Education — CURRICULA, SYLLABUSES, METHODS — Ministry Publications — Examinations — TEACHING STAFF — Training — AUXILIARY SERVICES — Handicapped Pupils — School Meals and Milk — School Health Service — Grants and Allowances — Youth Service and Adult Education

#### ADMINISTRATION

**Finance** The Ministry's net expenditure for 1957-1958 was about £365 million compared with £332 million in 1956-1957. The increase was due to the continued growth in the school population and in the buildings and the number of trained teachers provided to meet it, the higher rates of salary for teachers which came into effect on 1st October, 1956, the expansion of further education and general increases in costs and services.

The total gross expenditure of local education authorities was estimated at £549 million of which about £345 million was met from Ministry grants and £204 million from local taxes.

The University Grants Committee expected to spend nearly £40 million on grants to universities.

**School Building** In school building the emphasis on secondary rather than on primary places, noted last year, continued. During 1957 over 162,500 new secondary places were brought into use compared with 120,600 the year before, and the number of new secondary places under construction at the end of the year was over 275,000. In primary schools nearly 118,000 places were brought into use compared with about 105,000 the year before, and over 79,000 new places were under construction. 531 new schools were occupied during the year.

The five-year programme for buildings for technical colleges, which forms part of the government's drive to develop technical education, began to show results. Major projects for further education completed during the year amounted in value to nearly £7 million and at the end of the year there was nearly £24 million of work under construction. New work authorised for the first four years of the five-year programme amounted in value to over £60 million. The total value of educational building started during 1956 was nearly £90 million.

<sup>1</sup> From the report submitted to the XXIst International Conference on Public Education by Mr. J. E. H. BLACKIE, Delegate of the United Kingdom government.

Steady progress was made with building for the reorganization of all-age schools; during the year the number of children in such schools fell to about 165,000, equivalent to 8.6% of all children aged 13 in maintained schools, compared with 9.7% the year before.

The junior school on which the Ministry's development group had been working came into use during the year and work on the plans for a grammar school with a technical side and on a technical institute, noted in last year's report, was well advanced by the end of the year.

The Nottinghamshire Local Education Authority devised a new system of construction to avoid the damage caused by subsidence from mining, and a group of authorities in mining areas was formed to purchase in bulk the prefabricated components for building schools on this system.

One new "Building Bulletin" was published during the year, on training college hostels, and a revised edition of an earlier one on cost study was issued; a survey of progress in school building "The Story of Post-war School Building" was published as a pamphlet in the Ministry's general series.

**Independent Schools** The compulsory registration of all independent schools came into force on 30th September, 1957, and by the end of the year the inspection and registration of them was well in hand.

The number of independent schools continued to fluctuate owing to closures and to new openings, but the total number remains at just under 5,000 of which 1,450 are recognized as efficient by the Ministry.

## ORGANIZATION

**Quantitative Development** The number of children in maintained and assisted primary and secondary schools (excluding nursery and special schools) in January, 1957, was 6,776,500, an increase of 127,400 over the previous year. Pressure on infant departments was again relieved but the total number in primary schools as a whole increased by 13,000. The numbers of seniors grew by 114,000, the second instalment in the series of increases which are expected to continue until 1960; this number included a further increase in the number of children staying at school beyond the statutory school leaving age.

The number of teachers in maintained primary and secondary schools (including nursery but excluding special schools) increased again during 1957, bringing the total number to just over 259,000. A further reduction was achieved in the number of over-large classes in junior schools but in the secondary schools, although the number of teachers increased, they were not enough to match the increase in the number of children. The shortage of specialist teachers, notably in mathematics and science, was still apparent, despite an increase in the number of graduates entering the schools, and various measures, such as deferment of national service, which were taken. The scheme, described in the last report, to ensure a fairer distribution of teachers led to considerable improvement in some of the more seriously understaffed areas; there were still some areas of acute shortage however and the Minister decided to continue the scheme.



Further education students studying full-time during 1956 numbered nearly 76,000, which was 8,000 more than the previous year. Part-time day students numbered 469,000 compared with 434,000 the year before, and of these 417,000 were day-release students against the previous 384,000. Evening students totalled nearly two million.

The number of full-time teachers in major further education establishments (excluding art establishments and evening institutes) rose by over 1,000 to more than 12,000 and the number of part-time teachers by 2,000 to 49,300.

**Further Education** The expansion of technical education reported last year continued in 1957, and the eight colleges designated as colleges of advanced technology were concerned with reorganization and consolidation. Many new courses came into being, many of them "sandwich" courses, and the number of new courses recognized for 75% grant went up by 176.

Public interest in scientific and technological education quickened and a number of conferences and discussions took place.

After receiving the report of the working party appointed to consider approval of further education courses, the Minister announced that in future only certain advanced courses would require ministerial approval and that most applications for such approval would be dealt with by regional staff inspectors acting on his behalf.

The committee appointed to consider staffing needs for the expanded technical training programme reported that by 1961 the colleges would require 7,000 more full-time and 8,000 more part-time teachers than in 1955-1956. The recommendations of the committee were under consideration at the end of the year and steps had been taken to make known the opportunities in technical teaching.

### CURRICULA, SYLLABUSES, METHODS

**Ministry Publications** The Ministry does not control the curricula, materials or textbooks used in schools; these are matters for the local education authorities and the teachers themselves. The Ministry does, however, issue pamphlets and booklets giving advice and guidance on educational matters, and during the year four such publications were issued, on health education, on the standards of reading of schoolchildren over the years 1948-1956 as shown by a series of surveys conducted by inspectors, on the ideas of a group of inspectors on the possible content of the general course of teacher training when it is extended to three years in 1960, and on progress in educational building since 1945.

**Examinations** The question of examinations for children at secondary schools continued to arouse active interest and discussion. The Minister concluded that this matter could only be considered as part of the general question of the educational provision for children aged 15 to 18, which is being considered by the Central Advisory Councils for Education.

## TEACHING STAFF

**Training** The supply of recruits for training showed a marked increase. Altogether over 16,000 students entered courses of training including 2,558 university graduates. To increase the supply of specialist teachers for secondary schools, the programme of supplementary one-year courses for qualified teachers was again expanded and the number of short local courses also increased.

A very important decision announced during the year was that the two-year course of general training for teachers should be extended to three years from 1960.

## AUXILIARY SERVICES

**Handicapped Pupils** The number of children in special schools for handicapped children in 1957 was 60,400, although many others less seriously handicapped were attending ordinary schools (sometimes in special classes). Twenty-six new special schools (15 day and 11 boarding) were provided during 1957. The most serious shortage of special school places is still for children who are educationally subnormal, this despite the provision of over 2,000 places during the year.

The Minister accepted the view of the National Advisory Council on the Training and Supply of Teachers that teachers of handicapped pupils should receive a special training as well as being qualified teachers. It is not practicable to make this a requirement at present but he would encourage the establishment of additional training courses for these teachers.

**School Meals and Milk** It is now 50 years since legislation on the provision of school meals first came into effect; in 1908-1909 some 117,000 children had about 60 school dinners each; in 1957 nearly 3 million (about 46% of the number in attendance) had about 200 dinners each. The number of schools without meal facilities fell to 562.

The proportion of children taking free milk showed little change, being about 84% of the children in attendance.

**School Health Service** The Ministry of Health scheme for vaccinating school children against poliomyelitis expanded considerably, and arrangements for the BCG vaccination of children against tuberculosis were augmented.

**Grants and Allowances** The Minister received a report from a working party appointed to consider the educational maintenance allowances paid in respect of pupils who stay at school over compulsory school age or who receive full-time further education. As a result he authorized local education authorities to adopt increased scales.

Some 23,000 students were admitted to universities in England and Wales at the beginning of the academic year 1957-1958 of whom over 19,000 were receiving help from public funds (about 3,700 held state scholarships and the rest local education authority awards).

The new scheme for postgraduate awards, mentioned last year, came into effect, and the Ministry awarded 249 state studentships in arts subjects.

The number of awards granted by local education authorities to full-time students in technical colleges rose from 9,000 to 10,000.

**Youth Service and  
Adult Education**

Grants to national voluntary youth organizations rose to about £180,000, but capital grants to local organizations fell from £151,000 to £99,000 due to a decline in applications and to the government policy of restricting capital expenditure. Subsidies were offered for 110 playing field schemes and over 200 village halls and community centres.

The Minister set up a committee to consider the structure of the public library service in England and Wales.

## Northern Ireland

### EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

#### *Finance - School Building - Special Education - Teaching Staff*

**Finance**

The Ministry's expenditure on educational services reached about £11,700,000 in the financial year ended 31st March, 1958, as compared with about £10,000,000 in the preceding year. This increase reflects the continued expansion of educational services and general increases in costs.

**School Building**

During the year from 1st August, 1957, to 31st July, 1958, it is estimated that 49 new schools (27 primary, 19 intermediate, 2 grammar and 1 special) have been completed at a cost of £4,400,000. It is estimated that new schools in course of erection on 31st March, 1958, will cost nearly £7,000,000.

**Special Education**

Two further special schools catering for educationally subnormal girls, boarding and day, were opened in 1957. On 1st January, 1958, a second small special school for cerebral palsied children came into operation. This school caters mainly for young children in the age group 2-7 years. There are now in operation in Northern Ireland 20 special schools including eight hospital special schools.

**Teaching Staff**

About 9,400 teachers are serving in recognized schools in Northern Ireland, of whom about two-thirds are working in primary schools. More than 500 students were admitted to teacher training colleges in 1957, and the colleges had total enrolments of over 1,700 students.

<sup>1</sup> From the report sent by the Ministry of Education of Northern Ireland.

## Scotland

### EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

INTRODUCTION — ADMINISTRATION — *Finance — Grants — School Building — ORGANIZATION — Quantitative Development — Revision of Examination Curriculum — Length of Studies — TEACHING STAFF — Training — Numbers — Supply — AUXILIARY SERVICES — School Health — School Meals — Handicapped Children — Youth Service*

#### INTRODUCTION

The form of this report is largely governed by the suggestions of the Conference organizers for the compilation of reports. It consists to a considerable extent of material of a statistical or somewhat routine nature, and it may tend to suggest that little has been happening in education in Scotland and that the long-established educational system of the country has been continuing with little or no adaptation or development. This is far from being the case. All those who are concerned with the administration and the development of the system have, in fact, been immersed in new business to a quite unprecedented extent. Efforts to develop the system are, however, bound to be continuous, not confined to any one year and not reaching fruition (if they ever do) at a particular time. If a distorted picture of education in Scotland is to be avoided, it seems necessary at the outset to make a brief statement of the direction of the Department's endeavours.

Many of the major undertakings of the present moment spring from an effort to help all the pupils in Scottish schools to realise their full potentialities. This is by no means a commonplace of educational management. In the primary schools the development of methods of teaching which will enable closer attention to be given to the needs and abilities of individuals has been designed not only to ensure adequate progress at the various levels of ability but also to foster initiative and resourcefulness. Emphasis has been increasingly placed in secondary schools of all types on the devising of courses to meet the diverse needs of the pupils. Particular attention is being paid to the problem of ensuring that the abler pupils remain at school after the compulsory age until they have completed with success courses which will fit them for careers adequate to their capabilities. Ample provision of facilities for further education is an essential extension of the same policy, as is the effort which is being made to ensure adequate integration between the work of secondary schools and the work of further education establishments. Constant efforts are being made to ensure the recruitment of an adequate teaching force and to adapt and develop the methods of training of teachers so that the staffs of schools are properly prepared for the exacting task of teaching children in this modern age.

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. R. MACDONALD, Delegate of the United Kingdom government.



All this builds up to a formidable effort of development which cannot be stated in precise terms and of which the results cannot be apparent at any one point of time. It is, however, the hope of everyone concerned that the result will, in the course of time, be to ensure that the system of education in Scotland will be a flexible one and well suited to the constantly changing needs of an age in which opportunity beckons to the young and in which their adequate preparation for the duties of citizenship is a paramount necessity.

#### ADMINISTRATION

##### Finance

Expenditure on education has continued to rise, from about £64.6 million in 1956-1957 to about £70.9 million in 1957-1958. Part of this increase is attributable to further increases in teachers' salaries, including the third instalment of equal pay for women teachers. This is being implemented by instalments spread over seven years.

##### Grants

The number of bursaries awarded by education authorities to students undertaking courses of further education rose from 27,767 in session 1955-1956 to 28,104 in session 1956-1957; relative expenditure rose from £2 million to £2.1 million. The awards covered tuition fees and grants for maintenance in different degrees according to the circumstances of individual students.

##### School Building

The value of work done during 1957 was £10.6 million, an increase of 19% over the 1956 figure of £8.9 million. The number of new school places provided during the year, 52,700, was by far the highest yet attained in one year.

Although the needs of new housing areas still figured largely in the building programme, the most urgent problems to which planning was directed in 1957 arose from the provision of accommodation for the growing numbers of children entering secondary schools and of additional facilities for technical education.

The value of new work started during 1957 was £10.8 million. This included 42 new primary and 8 new secondary schools providing about 30,000 places, and 76 extensions to existing schools providing about 14,000 places. At the end of the year 114 new schools and 75 major extensions, with a total capacity of about 100,000 places, were under construction.

The building of one new local technical college has started and plans have been approved for three others. Agreement has been reached on the courses and the accommodation to be provided in fourteen more in widely dispersed areas. Satisfactory progress is also being made with extensions at several existing technical colleges and central institutions.

#### ORGANIZATION

##### Quantitative Development

The number of public and grant-aided schools was 3,265, as compared with 3,229 in 1956. Of these, 78 were nursery schools, 2,296 primary schools, 787 secondary schools and 104 special schools for handicapped pupils. The average number of pupils in these

schools rose from 860,590 to 874,833. The largest age groups resulting from the sharp rise in the birth rate in the years 1946-1948 had reached the later stages of the primary course by 1957, but the numbers entering the lowest primary classes still exceeded the number transferring to secondary departments. There were 965 more pupils in primary departments as a whole.

It should be added that 21,914 pupils, 2.5% of the total number receiving education, attended independent schools outside the public educational system. There are in all 158 of these independent schools. Since September, 1957, the proprietors have been under obligation to apply for their schools to be included in a register, which would testify that the schools had been found on inspection to be generally efficient. At the end of session 1957-1958, 120 of the schools had been inspected and practically all of these had been found acceptable for inclusion in the register.

The number of students released by their employers to take part-time courses involving both technical and general education increased by 3,500. Over 5,000 more students were taking full-time or part-time technical courses.

#### **Revision of Examination Curriculum**

This year a committee representative of the various professional organizations and the Department's officers has been busy reviewing the curriculum and the regulations for the Scottish Leaving Certificate Examination, and it is expected to report in the autumn. The object of its work is to guide the schools towards a new and flexible type of organization which will enable them to devise courses really suited to the abilities and the needs of all their pupils. The ultimate aim is, of course, to enable every school to encourage the development of the full powers and potentialities of every pupil, not only as regards attainment in both academic and practical fields, but also in the fields of character and personality.

#### **Length of Studies**

Apart from this, intensive efforts have been made to persuade parents to keep their children at school as long as possible. A pamphlet setting out the advantages to be gained by older pupils' remaining at school until they obtain the Scottish Leaving Certificate is now circulated annually to the parents of children approaching the age of 15, and the Department are considering whether similar pamphlets should be issued to the parents of younger children. These efforts are already bearing fruit: this year there has been a significant increase in the number of pupils remaining at school after the age of 15.

### **TEACHING STAFF**

#### **Training**

There have been no changes of any consequence affecting the method of appointment of teachers or their professional training, although adjustments have been made in the courses of training. Much work has also been done on the revision of arrangements for the administration of the teacher training system. A far-reaching review of the regulations is planned for the beginning of 1959.

**Numbers**

At the beginning of October, 1957, the latest date for which full returns are available, 36,468 persons were employed as teachers, an increase of 155 over the previous year. Of these, 35,050 were certificated teachers and 1,418 were persons who, whatever their other qualifications, were not recognized as certificated teachers. Of the 31,886 certificated teachers other than retired teachers aged 70 and over, 15,630 were graduates, including 4,320 with first and second class honours; there were 23,257 women and 11,629 men teachers.

**Supply**

Despite the increase in the total number employed, the demand continues to be in excess of the supply because of the increased number of pupils and of the expansion of the educational service. The most serious shortages are in respect of specialist teachers of mathematics and science, teachers of music, commercial subjects, and women teachers of physical education and homecraft.

Much propaganda has been undertaken in order to attract more recruits to the profession. Visits have been paid to the universities and to certain technical colleges by special teams of teachers, and publicity has been given to the special scheme which was instituted some years ago to enable persons from other walks of life to study and train for teaching.

The Advisory Council on Education has been considering for more than a year past the very important problem of the supply of teachers for secondary schools, and its report is awaited.

**AUXILIARY SERVICES****School Health**

There are no major innovations to report under the heading of health services. Authorities have been urged to offer vaccination against whooping cough in conjunction with immunization against diphtheria, and 13 have now agreed to do so. At the end of 1956, some 300,000 children were registered under the scheme for poliomyelitis vaccination, and by the end of 1957, 42% of the first group of children had been vaccinated. Increased supplies of vaccine have enabled the programme for 1958 to be extended, and vaccination may now be offered for all children under 15.

The draft syllabus of physical education for primary schools is shortly to be issued in its final form. A memorandum for secondary schools was issued in October, 1957.

**School Meals**

A census taken in September, 1957, showed that at that time over 230,000 children were taking meals at school. Free milk is available to almost all pupils and about 89% of them take it.

**Handicapped Children**

The number of special schools for handicapped children is now 104, an increase of nine over the previous year.

**Youth Service**

Financial restrictions and a shortage of leaders continue to affect the development of the youth service. During the year a conference representative of both voluntary and statutory organizations was held to discuss the future of the service, and observations and recommendations arising from it are now being studied.

Work was completed on the Scottish National Recreation Centre at Largs, Ayrshire, in premises acquired with funds provided by the King George VI Memorial Foundation. This centre was set up with the object of promoting the well-being of young people through the development of sport and physical activities. It also provides training for coaches, instructors and leaders.



# UNITED STATES

## EDUCATIONAL PROGRESS IN 1957-1958<sup>1</sup>

INTRODUCTION — ADMINISTRATION — Boards of Education — School Building — Accounts — Pupil Transport — Finance — ORGANIZATION — Quantitative Development — Organization of Higher Education — Organization of Technical Education — Adult Education — Education for Leisure — Education of Indian Children — Desegregation — CURRICULA, SYLLABUSES, METHODS — Elementary Education — Secondary Education — Higher Education — Vocational Education — Audio-Visual Aids — TEACHING STAFF — Numbers — Salaries — Shortage — Further Training Courses — AUXILIARY SERVICES — Exceptional Children — School Health — School Lunch Programme — Libraries — Educational Research — International Education

### INTRODUCTION

Education in the United States of America is based on three fundamental concepts: (1) the primary responsibility for public education rests with the states; (2) every person has an equal right to educational opportunities; and (3) an educated community is essential to freedom and human welfare. Working within these three concepts the United States in 1957-1958 made further progress toward its educational goal: the continuous improvement of education for all.

Evidence of progress is found in the fact that the number of school years completed by the average adult of 25 years of age and over increased from 9.3 in 1950 to 10.6 years in 1957.

The Office of Education is the principal federal agency for developing educational policy and coordinating the educational activities carried on at the national level. It is supported by federal appropriations and is directed by the Commissioner of Education, the chief education officer of the federal government. It is staffed by men and women who have achieved national prominence as specialists in their field of education.

The Office of Education does not control education in the states and territories, but it cooperates with state and local educational agencies and groups and education associations in their efforts to achieve the objectives that the people themselves have set.

The federal government supports education through the Office of Education, through grants of money and the allocation of surplus property and food to the schools and through the operation of a number of programmes in which institutions meeting certain standards may participate. The Office of Education provides advisory services, conducts research in education, and maintains a clearing house of educational information

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. Wayne O. RLED, Delegate of the United States government.

and a well stocked education library. Through its publications it makes available comparable statistics on a nation-wide basis on school enrolment, degrees earned, organization of districts, expenditure per student, teachers' salaries, and many other subjects. It also publishes information on such subjects as state law and legislation, teacher certification requirements, and successful practices in teaching organization and administration.

Like the Office, the national and regional education associations try to help schools operate efficiently and economically by making known their needs and problems, recommending good policies and practices, giving national prominence to programme development, sponsoring objective discussion of controversial issues, and by encouraging professional cooperation, the equalization of educational opportunity and improved public relations.

Perhaps the most important single development in education in 1957-1958 was the widespread increase in public interest in education; in all sections of the country interest focussed on the quality of education and was indicated by the increase in radio and television programmes, news stories and magazine articles dealing with education, by increase in funds for education, by national and state legislative activity, by industry's contribution of funds to higher education and in many other ways.

Farm, labour, business, church, civic and patriotic groups and parent-teacher associations were all interested in education and supported schools at the local level. For example more than 10 million men and women who were members of parent-teacher associations in 12,182 local units in 48 states, the District of Columbia and Hawaii, worked together in local communities to improve the schools.

## ADMINISTRATION

**Boards of Education** More than 95% of the local boards of education are made up of local citizens elected by popular vote for average terms of 3 to 6 years. Members usually serve without pay.

A significant movement aimed at providing in-service training for school board members is resulting in developments important to public education. State school board associations have been organized in every state, and the number of board members participating in national, regional and state associations has increased greatly. State associations are conducting workshops and providing for consultants, for visiting between school boards, for regional meetings and for liaison with state legislatures. More and more state associations are publishing handbooks, manuals and periodicals for the use of local board members.

**School Building** At the beginning of the school year, there were 1,152,500 instruction rooms in full-time public elementary and secondary day schools, and an additional 142,300 rooms were needed to relieve overcrowding and to replace unsatisfactory facilities. An estimated 70,500 instruction rooms were scheduled to be built during the year. About 61,000 rooms will be needed to accommodate next year's enrolment

increase and to replace rooms that will probably be abandoned. Educators and architects worked more closely together than formerly to provide better school buildings and equipment.

#### **Accounts**

During the year, a number of states revised their financial accounting system. Work continued on the cooperative development of standard accounts and terminology to be used in accounting, for school lands, buildings and equipment. A new cooperative study was initiated aimed at standardizing accounts and providing procedural guide-lines in accounting for non-tax funds of student activity groups.

#### **Pupil Transport**

Almost one-third of all pupils enrolled in public elementary and secondary schools are transported to and from school at public expense. In 1955-1956, more than 10 million pupils were transported in 159,764 vehicles. In most states, pupils must live  $1\frac{1}{2}$  miles or more from school to be eligible for transport for which the state helps pay the cost. School transport has been increasing by about 5% a year during the last few years.

#### **Finance**

In 1957-1958 expenditure for education in public and non-public elementary and secondary schools and in higher institutions totalled 20,000 million dollars, which was 5.5% of the 1957 total national income of 358,000 million dollars, a slight increase over last year. Funds to cover expenditure on the public schools were provided by federal, state and local governments.

For the 1958 fiscal year the federal government appropriated approximately 2,000 million dollars for educational purposes. The total included funds administered by the Office of Education: Office of Education, 7 million dollars; vocational education, 40,888,412 dollars; higher education, 5,051,000 dollars; school construction and maintenance, 225,650,000 dollars; library services, 5 million dollars.

In the 1957-1958 school year it is estimated that of the total revenue for public schools the federal government provided 4%, the states 41% and local districts 55%. In recent years the percentage from federal and state funds has been increasing slightly.

As much as 93% of local educational revenue is obtained from property taxes. Local communities use the property tax to secure funds for current operating expenses and for school construction. Some local districts also levy non-property taxes for schools, including local per capita taxes and taxes on wages, sales and amusements. Non-property taxes for schools produce 7% of local revenue.

Total expenditure per pupil in 1957-1958 averaged 431 dollars, an increase of about 7% over the amount for 1955-1956. Approximately 320 dollars per pupil was spent on current operation of schools and the remaining 111 dollars on capital outlay and interest on debt.

Expenditure for public elementary and secondary school buildings, land and equipment reached an all-time high of 3,000 million dollars.

In 1955-1956, the latest year for which figures are available, 356,349,783 dollars was spent on pupil transport.

The 1957 budgets for both private and public higher education institutions, excluding auxiliary services, student aid and plant expansion, totalled 3,200 million dollars, of which students paid 950 million in tuition fees,

earnings on endowment provided 150 million, private gifts 250 million, federal, state and local government appropriations 1,500 million, organized activities (such as farms and clinics) related to educational departments 250 million, and other sources 100 million.

The value of higher educational plant facilities, including land, buildings and equipment, was more than 10,000 million dollars.

## ORGANIZATION

**Quantitative Development** Of the total population of persons between 6 and 17 years old in October, 1957, 96.5% were enrolled in school. At that time 93% of all school age children, generally defined as those between 5 and 17 years old inclusive, were enrolled. In elementary and secondary schools the proportion of boys and girls was about the same, but in higher education institutions men made up about two-thirds of the student body. In urban areas 97% of the 6 to 17 year group were enrolled in October, 1957, as compared with 96% in rural non-farm areas and 95% in rural farm areas. In October, 1947, 68.5% of those from 16 to 17 years old were in school and in October, 1957, 80.5%.

School enrolments increased for the thirteenth consecutive year. In 1957-1958, 43,135,000 persons, or about 1 out of every 4 in the population, were attending public or private schools and colleges, an increase of more than 4% over 1956-1957.

Children from 5 to 13 years old are usually considered to be of elementary school age. In October, 1957, 60% of the 5 year olds and 99% of the 6 to 13 year olds were enrolled in school.

Of the secondary school age group, from 14 to 17 years old, 89% were enrolled in school in October, 1957, a slight increase over October, 1956.

The latest available data indicate that about half the high school graduates are now going on to college, about 42% full time and 8% part time.

In the autumn of 1957, colleges and universities enrolled more than 3 million students, an increase of 4% over the 1956 enrolment, and 43% over 1952. The number of freshmen entering college in 1957 represented slightly more than 30% of persons in the country who were 17 years of age in 1956. About 58% of the students enrolled were in public institutions. Enrolment in public institutions is increasing more rapidly than in private. About 800,000 of the students attending full time lived in hostels provided by the institutions.

The degree-granting colleges conferred a total of 411,000 degrees in 1956-1957 (8.3% more than in 1956-1957). Of the total conferred, 82.8% were bachelor's, 15.1 master's and 2.1 doctor's degrees.

The following table shows enrolments in the continental United States in 1956-1957 and 1957-1957, according to the Office of Education statistics <sup>1</sup>:

<sup>1</sup> These figures include enrolments for the entire school year; they are not restricted to September enrolments alone. Total estimated population of continental United States (excluding armed forces overseas) as of 1st July, 1956, was 167,259,000. Total estimated 1957-1958 school enrolments include 25.8% of this population.



Schools	1957-1958	1956-1957 *
<i>Kindergarten up to grade 8</i>		
Public schools . . . . .	26,037,000	25,283,000
Non-public schools . . . . .	4,486,000	4,267,000
Federal schools for Indians . . . . .	26,000	26,000
Federal schools at military posts . . . . .	20,000	19,000
Other . . . . .	121,000	116,000
<b>Total . . . . .</b>	<b>30,670,000</b>	<b>29,711,000</b>
<i>Grade 9-12</i>		
Public schools . . . . .	7,399,000	6,876,000
Non-public schools . . . . .	942,000	866,000
Federal schools for Indians ** . . . . .	11,000	11,000
Federal schools at military posts . . . . .	1,000	1,000
Other . . . . .	71,000	66,000
<b>Total . . . . .</b>	<b>8,424,000</b>	<b>7,820,000</b>
<i>Higher education</i>		
Universities, colleges, professional schools, including junior colleges and teacher training schools . . . . .	3,450,000	3,244,000
<i>Other schools</i>		
Private commercial schools (day and evening) . . . . .	500,000	500,000
Nurses' training schools (not affiliated with colleges and universities) . . . . .	91,000	91,000
<b>Total . . . . .</b>	<b>591,000</b>	<b>591,000</b>
<b>Grand total . . . . .</b>	<b>43,135,000</b>	<b>41,366,000</b>

\* Enrolment data have been changed on basis of information received since publication of last year's report.

\*\* Includes enrolment of 6,500 in special Navajo programme, and in postgraduate, vocational and other special classes.

### Organization of Higher Education

The number of student aid programmes continued to increase in 1957-1958. Scholarships accounted for less than 5% of all income of college students, but did make a significant contribution to the budgets of the 20% of the students who received them. The average cost of a year in college was between 1,500 and 2,000 dollars, and the average scholarship award was under 300.

In 1957 higher education received more than 600 million dollars from philanthropic sources, 150 million of which came from corporations.

Accreditation in higher education is a means through which recognition may be accorded to an institution that meets specific criteria drawn up by a competent agency or association, which established standards and on request provides for the inspection of institutions by competent authorities. The agencies publish lists of accredited institutions, and the listing of an institution is generally accepted as the most significant indication of its quality.

The junior college, or community college, a two-year post-secondary institution, is designed to offer a comprehensive educational programme. In 1957-1958, the 548 junior colleges enrolled over one fifth of the total first-time college students, and in one state, junior colleges enrolled more than one half of the total freshman and sophomore students. Last year junior colleges attracted favorable attention and their courses were strengthened and expanded.

**Organization of  
Technical Education**

Two-year technical institutes are specialized junior colleges developed to train technicians, i.e. skilled workers. Some institutes offer training in many technical fields, others in only a few.

Some states do not have enough potential students of the professions to justify the maintenance of professional and technical schools in all fields, and also publicly supported institutions usually charge higher tuition rates to out-of-state students than to residents. To ensure adequate professional services, therefore, states in the south, the west, and New England have formed regional compacts through which they cooperate in providing necessary educational facilities and services for certain professions.

**Adult Education**

In 1957-1958, between 30 and 35 million adults participated in adult education programmes sponsored by industry, labour unions, the armed services, farm organizations and other groups. These groups had the cooperation of public libraries, public school systems, higher institutions, television systems and government agencies.

Among the developments in adult education during the year, the following were particularly significant: (1) adult education was included as an area of concern in American Education Week; (2) the collection of facts about adult education was begun by the Census Bureau in its population surveys; (3) a national commission for adult literacy was established as an independent agency to promote programmes for the eradication of adult illiteracy; (4) the public at large showed an increased interest, particularly in adult education in civic and public affairs and the improvement of human relations.

**Education for Leisure**

Increased recognition was given during the year to the public school's role in total community life. A national conference on education for leisure, sponsored by several education, health and recreation associations, stressed: (1) the school's responsibility for developing in children a variety of interests and skills in cultural and recreational pursuits; (2) the school as a centre of community activity throughout the day and year; (3) the need of education to keep pace with scientific, economic and social developments.

There was also continued growth in school-community recreation programmes and school camping and outdoor education. A least 500 public school systems were using school buildings and school grounds after regular school hours and organizing services to provide wholesome leisure time activities for children.

**Education of Indian  
Children**

The majority of Indian children attend local public schools. Indian parents residing in public school districts participate in the management and control of local schools; they vote in school elections and serve officially on local school boards. For Indian children who live outside organized public school districts or where there are no public schools, the federal government provides free education. The federal government is transferring the operation of the remaining federal schools for Indians to local districts as rapidly as possible. In 1957 the Bureau of Indian Affairs operated, in the United

States and Alaska, 308 schools, which enrolled 41,063 pupils, and maintained 16 hostels for 2,933 children attending public schools.

Federal schools maintain standards equal to those of other schools, and graduates of federal high schools are accepted in colleges on the same basis as graduates of other schools.

**Desegregation** During the school year 1957-1958, in accordance with the Supreme Court decisions of 1954 and 1955, an additional 75,000 white pupils and 25,000 Negro pupils who had previously been in segregated schools were going to integrated schools. This brought the total of previously segregated pupils attending integrated schools to 2,000,000 white children and 350,000 Negro children. As of last September, 740 school districts had begun or had completed desegregation.

As of June, 1957, 112 of the 202 tax-supported, formerly all-white colleges and universities in 12 of the 17 southern states and the District of Columbia had opened their doors to Negroes and had enrolled about 2,000 Negro students.

### CURRICULA, SYLLABUSES, METHODS

**Elementary Education** No major changes were made in the elementary school course, but there was a new emphasis on conservation, safety, physical education, understanding other peoples of the world and foreign languages.

Science was taught in most elementary schools and mathematics in all. Science was taught both as a separate subject and in connection with other subjects. Lessons were organized around such topics as living things, weather, machines, the earth's surface and forms of energy. Mathematics, largely arithmetic, was usually taught as a separate subject, but teachers were encouraged to develop mathematical concepts whenever possible.

Textbooks continued to come from the printing presses in increasing numbers, but at the same time teachers made more use than formerly of other materials, such as pictures, films, radio, television, recordings, real objects and personal experience.

**Secondary Education** Although there have been no sweeping reforms in curricula and methods, the secondary school course is becoming broader, more flexible, and more functional. The addition and the refinement of courses to meet more nearly the abilities, needs, and interests of all children of secondary school age are improving the programme. Through guidance and extra-curricular programmes as well as through subject matter courses, schools are renewing their efforts to help students develop high ideals, wholesome attitudes, aesthetic appreciation and understanding of the changing world. During 1957-1958, schools throughout the country emphasized the teaching of mathematics, science and foreign languages.

The rapid expansion of technology has increased the need for scientific manpower, which in turn has led to emphasis on mathematics and science in secondary schools. During the last eight years enrolments in public secondary schools increased by 28%, but enrolments in science increased by 38% and in mathematics by 49%.

Schools throughout the country are re-evaluating their physical education programmes in the light of national emphasis on youth fitness, stimulated by President Eisenhower's appointment of 125 prominent citizens to his Citizens Advisory Commission on Fitness of American Youth. Last year several states and cities held fitness conferences, and many schools and youth organizations considered ways in which their programmes could contribute more effectively to the health, physical vitality, and moral and social development of boys and girls.

In recent years there has been rapid growth in guidance services in public secondary schools. Most states employ a director of guidance to work with local schools in providing such services, and more than 1,000 colleges and universities offer courses which prepare guidance counsellors. By 1957-1958, 41 states had set certification standards for guidance counsellors.

### Higher Education

Because of the necessity to include new areas of study while retaining a reasonable amount of work in social sciences and the humanities, curricula of professional schools tend to require longer periods than formerly for completion. For instance, some four-year courses are taking five years and a few five-year courses are taking six. State teachers' colleges and agricultural and mechanical colleges are changing their names to describe their courses more accurately, the former to state colleges and the latter to state universities.

With a view to improving educational services for their citizens, several states made surveys of higher education, and a number of institutions made self-surveys.

For the second consecutive year engineering enrolments reached an all-time high. The freshman engineering class was the second largest in history, being exceeded only by the enrolment in 1946, which was abnormal because of veteran enrolment. The engineering percentage of the total enrolment increased, for the sixth consecutive year, to 9.7%, the largest since the immediate post-war years.

On 11th August, 1957, President Eisenhower's committee on education beyond the high school, appointed in 1956 to study problems of higher education and to propose solutions, issued its second report. Its recommendations on both public and private educational institutions, primarily of higher education, are now being considered.

### Vocational Education

Two persistent conditions affect vocational education in the United States. They are the changing characteristics of agriculture and the increasing industrialization of some areas of the country. Each year there are fewer but larger farms, and fewer people and a smaller percentage of the population engaged in farming. In some areas industries provide employment opportunities for nearby surplus farm labour, and in others they attract workers from distant places. This changing farm pattern is one of the reasons why the population of the United States is a mobile one. In 1957 the heavy migration from rural to urban centres continued, and as a result the demand for training and retraining of workers in the vocational schools was widespread. In 1957 enrolment in vocational classes exceeded 3.5 million, the largest number of students ever enrolled in vocational education. Of the total, about half were in



secondary schools (grades 9 to 12) and the others, adults who had left the full-time secondary school, were in part-time and evening classes.

By June, 1958, more than half the states were operating area vocational schools to serve students living in places remote from established education programmes. Some states developed new courses and some organized laboratories for research and preparation of instructional materials. They also planned new courses, including courses in electronics, hydraulics and other technical subjects, to meet the needs created by increasing mechanization in all kinds of employment and by the reduction of manual jobs. Throughout the country there was a trend toward broadening the scope and extending the types of vocational education, particularly to provide technical instruction at a higher level.

Vocational technical education of less than college grade was offered in some localities. Studies were made of the needs of individuals and ways of incorporating into the public school system advanced technical courses below the level of those for engineering education. Such instruction is to be given in the vocational technical school, preferably at grades 13 and 14. In all communities where vocational technical courses have been offered the demand for persons who have completed them exceeds the supply.

**Audio-Visual Aids** Growth continued in the use of audio-visual aids, being noteworthy in an increased use of films in science teaching, release of commercial and non-commercial television films for classroom use and closer integration of audio-visual instructional materials with the curriculum.

The 31 educational television stations, representing an investment of about 60 million dollars, and the 193 FM educational radio stations serve school, college and adult education interests throughout the United States.

## TEACHING STAFF

**Numbers** The total instructional staff in public and non-public elementary and secondary schools at the beginning of the school year 1957-1958 numbered approximately 1,397,000 (+ 55,000).

Approximately 86% of elementary school teachers, 51% of secondary school teachers and 20% of college and university teachers were women. Efforts to increase the percentage of men teachers in the elementary and secondary schools and the percentage of women teachers in the colleges and universities appear to be meeting with some success.

**Salaries** In the public elementary and secondary schools, it is estimated that the average annual salary of the instructional staff has risen from 3,010 dollars in 1950 to 4,650 dollars in 1957-1958, an increase of 54%.

**Shortage** Because of the rapid enrolment increase in recent years there was a shortage of teachers at all levels. Efforts to reduce shortages and to improve teachers' qualifications include: (1) nation-wide endeavours by citizen and professional groups to increase teachers' salaries; (2) granting temporary teacher's certificates to persons who do not meet

standard qualifications; (3) providing special scholarships for the professional education of potential teachers; (4) the recruitment of former teachers; (5) special training programmes for recent graduates of four-year colleges and for housewives who have an aptitude for teaching but lack formal professional training; (6) use of teachers' assistants or aides, who are not professionally trained but are able to relieve regular classroom teachers of many routine or clerical duties; (7) the use of audio-visual aids, including television, to supplement classroom teaching and to extend the services of master teachers.

**Further Training Courses** In 1957, the federal government's National Science Foundation sponsored 96 summer schools for science and mathematics teachers, enrolling approximately 5,000 teachers from the schools and colleges, and during the academic year 1957-1958, 16 courses for full-time study enrolling approximately 800 science and mathematics teachers. The Foundation plans to hold 108 summer schools in 1958, and 21 during the 1958-1959 academic year which teachers in service will attend in the evenings and on weekends.

To redress in part the lack of attention given in schools and colleges to eastern as contrasted to western culture, the Japan Society and the Asia Foundation sponsored 16 summer courses on Asian studies which enrolled approximately 400 school and college teachers in 1957. These courses which are continuing in 1958, may be considered as an example of American support for the Unesco East-West major project.

#### AUXILIARY SERVICES

**Exceptional Children** Interest in the education of exceptional children -- the physically handicapped, mentally retarded, socially and emotionally maladjusted, blind, deaf, gifted and others -- continued to increase in 1957-1958. Greatest emphasis in the education of these children was on programme development and improvement, especially in sparsely populated areas, on research and on personnel. Continuous effort was made to improve programmes through research; under the Office of Education cooperative research programme, 46 studies have been begun in the education of the mentally retarded. Two reports from the nation-wide study "Qualification and Preparation of Teachers of Exceptional Children" were issued by the Office of Education.

**School Health** Two national activities held much significance for school health programmes. First, at the sixth biennial conference on physicians and schools sponsored by the American Medical Association, educators, public health specialists and physicians discussed the improvement of health programmes for school age children. Second, the National Congress of Parents and Teachers, with the advice of 20 national organizations, including the Office of Education, initiated a programme to encourage parent-teacher associations to work with school and public health officials, physicians and dentists, and others in their home communities to provide for the health of all children during pre-school as well as school years. The programme stresses the mental, emotional and social aspects of health as well as physical health.

The number of cases of poliomyelitis and rheumatic fever was reduced; for poliomyelitis, mass vaccination proved very successful, and for rheumatic fever, prophylaxis through antibiotics. While these gains were made mainly through private medical care and public and voluntary health programmes, school health services contributed to the good results.

**School Lunch Programme** The national school lunch programme, which is administered nationally by the Department of Agriculture through state education agencies, assists participating schools in providing nutritionally balanced lunches for schoolchildren. The programme is supported through annual appropriations by Congress (100 million dollars for 1957-1958) and through food donations. In addition, the special milk programme, also administered by the Department of Agriculture, made available 75 million dollars for increasing the milk consumption of participating children. An estimated 19 million children benefited from these programmes during the year.

**Libraries** The library services act, signed by the President in June, 1956, is benefiting education in the rural areas of the United States. Forty-five states and the territories of Alaska, Guam, Hawaii and the Virgin Islands are administering plans, approved by the Commissioner of Education, to extend and improve public library services in areas without, or with inadequate, services. To carry out the programme the federal government appropriated 2,050,000 dollars in 1957 and 5,000,000 in 1958 to be matched by state and local funds.

Although the federal money cannot be applied to school libraries, the legislation will influence the education of children and youth in the book-poor sections of the country. The state plans provide for new and improved library services for over 300 rural counties with populations totalling more than 7,500,000 children and adults. Over 6,500,000 dollars of the total funds are being used to buy books and other informational materials in these rural areas.

Statistics published by the Office of Education for the school year 1953-1954, the most recent available, show that the total number of volumes in the reporting public school libraries was 102,915,052 which, based on an enrolment of 21,459,666, gives an average of 4.8 volumes per pupil. In the same year the expenditure on books and pamphlets, periodicals and newspapers, audio-visual materials, binding and rebinding amounted to 25,222,207 dollars, which, based on an enrolment of 24,017,371 yields an average per pupil of 1.05 dollars. The total number of trained librarians serving in the 128,831 public schools was 30,753.

The American Textbook Publishers Institute reported that sales of reference books and encyclopedias to schools and libraries were 60% higher than 5 years ago, and twice as high to homes and offices.

**Educational Research** Extensive research is carried on by public and private agencies such as colleges, universities, state departments of education and various philanthropic groups. Their research is directed toward solving some of the problems facing education; for example, it includes further investigation of the learning process and the character and extent of individual differences. State departments and local school

systems direct their research primarily to solving local problems, and colleges and universities direct theirs to broader problems in education. Research in higher education includes projects undertaken by persons working for advanced degrees and expanded studies undertaken by faculty members and full-time research staffs. In recent years there has been an increased emphasis on research in higher education.

Through statistical surveys made at regular intervals, the Office of Education gathers information on education for analysis and publication. In addition, Office staff members conduct research on specific problems related to the administration, organization, supervision, and practice of education.

The Office of Education supports research in education through its cooperative research programme, which was authorized in 1954 by the 83rd Congress under public law No. 531. The law authorizes the Commissioner of Education "to enter into contracts or jointly financed cooperative arrangements with universities and colleges and state educational agencies for the conduct of research, surveys, and demonstrations in the field of education".

From the beginning of the programme in July, 1956, to 1st March, 1958, the Office entered into 121 contracts with more than 60 colleges, universities and state departments of education in 30 states, Alaska and the District of Columbia, at a total cost of more than 8 million dollars. Special attention is being given to such problems as the education of the mentally retarded, retention of students, school administration and the training of teachers.

**International Education** The number of students from other countries at colleges and universities in the United States is approaching 40,000 a year, a threefold increase since the end of world war II. In 1956-1957 almost 1,000 visiting university lecturers taught or conducted research in American schools, and about 6,000 visiting doctors studied at American hospitals. Approximately 10,000 American students and 1,200 teachers are now working and studying abroad annually. Historically, exchange programmes have emphasized opportunities for university professors and students. The steady growth of programmes for classroom teachers in recent years, however, is bringing the benefits of international exchange into elementary and secondary schools. In 1957-1958 the Office of Education conducted programmes for 879 teachers, 515 on teacher exchange and 364 on teacher education programmes. In addition, through the technical assistance programme the government provided training for 600 educators, many of whom represented the elementary and secondary schools of their countries.

In 1957-1958 approximately 100 educational specialists served overseas in technical assistance programmes. In response to requests from technicians in the field, the Office of Education provided instructional materials, lists of equipment, problem evaluation and other materials.

The United States participated in numerous international education programmes, seminars and meetings. Through the Office of Education it cooperated with the United Nations and the Specialized Agencies in gathering data, preparing reports on education in the United States for international use, and in selecting education specialists for service in these



agencies. Through the Office of Education the government also provided on request consultative services, technical assistance and sample instructional materials to educators visiting the United States and to national ministries of education.

Non-governmental agencies were also active in bringing before the American people this type of information. For example, in 1957 the Comparative Education Society inaugurated a review which in its three yearly issues carries articles, reviews and items of current interest on education outside the United States. This society also is one of a large number of groups sponsoring annual tours of educators to schools and universities abroad so that they may observe national education systems at first hand.

A group of public schools joined in Unesco's Associated Schools Project to further international understanding. There was a steady increase in contacts through correspondence and travel. Teaching about other lands and helping children to understand other ways of life and to appreciate the work of international organizations such as the United Nations were regularly a part of United States school programmes at all levels.

# URUGUAY

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

PRIMARY EDUCATION — *New Syllabuses* — *Rural Teacher Training Institute* — TECHNICAL EDUCATION — *Budget* — *School Building* — *Quantitative Development* — *Curricula, Syllabuses, Methods* — *Teaching Staff* — SECONDARY EDUCATION — *Quantitative Development* — *Budget* — UNIVERSITY EDUCATION — *Quantitative Development*

### PRIMARY EDUCATION

**New Syllabuses** New syllabuses have been adopted as an experiment in urban schools.

**Rural Teacher Training Institute** The rural teacher training institute, which provides specialist teachers for country schools, has been reorganized. The courses will take two years and will be for already qualified teachers. The following subjects are included : problems of rural education, teaching method and practice, social problems, country work, agricultural activities, health education, first aid, expression, education for the home, preparation and use of audio-visual material and workshop activities.

The experimental period of the "La Mina" centre for rural schools has been declared complete, and new centres are to be set up. This educational experiment in rural areas, which has followed the general lines of fundamental education, has showed great promise. It has shown, amongst other things, the advantages gained when several schools in neighbouring areas work together in coordination.

### TECHNICAL EDUCATION

**Budget** The present budget for technical education reaches a total of 12,182,453 pesos, distributed as follows : teachers' salaries 7,097,413 pesos, salaries of administrative and auxiliary staff 2,256,040 pesos, other expenditure 2,829,000 pesos.

**School Building** In addition to the ordinary allocations for the upkeep of buildings, the new public works law has allotted the sum of 2,725,000 pesos to technical education for the most urgent requirements, as the amount required to cover all needs exceeds the authorized figure.

<sup>1</sup> From the report submitted to the XX1st International Conference on Public Education by Mrs. C. BAYARDO DE ALDECOSA, Delegate of the government of Uruguay.

**Quantitative Development** Attendance at technical schools in 1957 was as follows :

<i>Montevideo</i>	Boys	Total
Monotechnical industrial schools . . . . .	3,368	5,821
Polytechnical industrial schools . . . . .	1,195	1,734
	<u>4,563</u>	<u>7,555</u>
<i>Provinces</i>		
Industrial schools . . . . .	3,894	7,711
Specialized agricultural schools . . . . .	122	122
General agricultural schools . . . . .	531	531
	<u>4,547</u>	<u>8,364</u>
Total . . . . .	<u>9,110</u>	<u>15,919</u>

**Curricula, Syllabuses, Methods** The possibility of introducing new subjects is being examined.

Modern methods have been adopted for both practical and theoretical teaching. Competitions are to be organized for new textbooks composed on the basis of the new syllabuses.

Since 1956 the curricula and syllabuses for technical education have been undergoing revision. Those for the building industries school have already been drawn up and approved, including the new pre-apprenticeship courses, complementary courses and specialized courses.

The new curriculum and syllabuses for the school of mechanics and electrotechnics have also been approved.

The working out of the curriculum and syllabuses for the compulsory domestic training course for girls, which comprise a basic preparatory stage and two further stages of vocational training, is also terminated. Since 1957, the curriculum and syllabuses for the provincial industrial schools for boys have been in preparation. New experimental two-year courses are already running.

**Teaching Staff** It is proposed to revise the organization and methods of further training for technical teaching staff in service.

## SECONDARY EDUCATION

**Quantitative Development** There are at present 80 secondary schools, attended by about 53,135 pupils; 62 of these schools are in the provinces and 18 in Montevideo.

**Budget** The National Council for Secondary Education draws up its budget and presents it to the executive power, which passes it on to the legislative power with the modifications it has made. The last budget approved amounts to 33,205,124 pesos and comprises three main accounts : (1) expenditure on teaching staff; (2) administration; (3) other expenditure.

## UNIVERSITY EDUCATION

**Quantitative Development** The following statistics show the distribution of students in the various branches of university education :

<i>Faculties</i>	1956	1957	±	%
Agronomy . . . . .	159	165	+	3.7
Architecture . . . . .	877	884	+	0.8
Economics . . . . .	1,807	1,914	+	5.9
Law and social science . . . .	6,890	7,221	+	4.8
Humanities and science . . . .	784	930	+	18.6
Engineers and surveyors . . . .	609	627	+	2.9
Medicine . . . . .	2,342	2,539	+	8.4
Dentistry . . . . .	374	415	+	11
Chemistry and pharmacy . . . .	1,953	1,930	—	1.2
Veterinary science . . . . .	147	156	+	6.1
Fine arts . . . . .	235	273	+	16.1
Social work . . . . .	—	54	—	—
Total . . . . .	16,177	17,108	+	5.75



# VIETNAM

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

ADMINISTRATION — *Administrative Measures* — *Inspection* — *Finance* — *School Building* — ORGANIZATION — *Quantitative Development* — *Private Schools* — *French Schools* — *Popular Education* — *Community Schools* — *Handicapped Children* — *Young Delinquents* — CURRICULA, SYLLABUSES, METHODS — *Changes* — *Secondary Education* — *Higher Education* — *Technical and Art Education* — *Teaching of Music* — TEACHING STAFF — *Training* — *In-Service Training* — *Status* — AUXILIARY SERVICES — *School Health* — *Social Welfare*

### ADMINISTRATION

**Administrative Measures** In so far as school administration and the administrative services are concerned, measures continue to be taken with a view to centralizing all parts of the Vietnamese educational system under the control of the Department for National Education.

Thus, the former regional directorates of education for Central Vietnam and for the Highlands in Banmethuot have been down-graded to simple bureaux of liaison between the central authority and the local education services.

Again, the regional directorate of education for South Vietnam has transferred some of its responsibilities to the general directorate of education, thereby increasing the latter's importance.

The directorate of secondary education, which is an integral part of the general directorate and has hitherto been represented by a director and a few inspectors, is henceforth to be composed of a personnel office and an accounting office, these two to be in charge of all questions concerning administrative and teaching personnel as well as the financial management of lycées and collèges.

Also incorporated in the directorate of secondary education is a corps of secondary school inspectors who formerly served under the regional directorate of education for South Vietnam.

### Inspection

On the side of school inspection, the number of inspectors for primary and secondary education has been increased, and their respective functions are now very largely based upon the recommendations of the XIXth International Conference on Public Education organized by Unesco and the International Bureau of Education.

A post of inspector of musical education has been created at the directorate of technical and art education to control the spread of this subject both in the lycées and collèges as well as in private or semi-official institutions of primary and secondary level.

<sup>1</sup> From the report submitted to the XXist International Conference on Public Education by Mr. NGUYỄN-HUY-BAO, Delegate of the government of Vietnam.

The control of education in the primary and secondary spheres of technical and artistic education has been assured in the year 1957-1958 in both private and public institutions. The extent of this control, however, requires a much greater number of inspectors than is at present available; nor is this problem likely to be solved for some time yet because of the general shortage of teachers, which results in the most experienced ones' being prevented by their heavy teaching responsibilities from travelling around to advise their younger colleagues.

#### Finance

As far as the financing of education is concerned, the following figures are relevant: The Department for National Education credits amount to 600 million piasters (about 7,200 million French francs) for the school year 1957-1958. To this must be added contributions from various municipal, provincial and communal sources and the contributions made by foreign aid. Since the total credits for the year 1956-1957 amounted to about 500 million piasters (about 6,000 million French francs), the increase is of the order of 20% for the year 1957-1958.

Primary education received allocations amounting to 38% of the 1957-1958 credits; next comes secondary education with about 22%, higher education with about 10% and popular and community education with about 0.3%. The remainder, about 22.7% or some 1,800 million French francs, was allocated to scholarships, grants, etc.

#### School Building

In 1957-1958, 382 primary schools were built in South Vietnam, with 2,376 classrooms, and 11 schools with 71 classrooms in the Highland Regions.

In secondary education, 115 new classrooms were added to existing lycées and collèges, and the following new establishments were constructed: one girls' lycée in Dinh-Tuong (South Vietnam), six collèges in Cao-Lanh, Ba-Xuyen, Quan-Tre, Gia-Dinh, Saigon and Haut-Donai (all in South Vietnam) and a primary teacher training school in the Highland Regions.

In higher education new buildings and equipment have been brought into use.

### ORGANIZATION

**Quantitative Development** At the beginning of the school year 1957-1958, there was an increase in the total school population of about 24% compared with the previous year. Such an increase well illustrates the continuous efforts being made within the schools. Statistical breakdowns are as follows:

	1956-1957	1957-1958	Increase
<b>General public primary education:</b>			
Pupils . . . . .	571,019	738,299	29%
Teachers . . . . .	11,203	12,494	11%
<b>General public secondary education:</b>			
Pupils . . . . .	32,977	41,340	25%
Teachers . . . . .	1,392	1,399	0.5%

	1956-1957	1957-1958	% Increase
<b>Higher education :</b>			
Students . . . . .	3,823	5,756	50%
Teachers . . . . .	165	258	56%
<b>Technical education, all levels :</b>			
Students . . . . .	4,512	5,242	16%
Teachers . . . . .	348	379	8%

#### Private Schools

In spite of the great financial sacrifices made by the nation, the number of public schools is still inadequate to cope with the total number of pupils at the primary and secondary levels. In this connection, however, the private schools are playing an important role in bridging the gap. In 1957-1958 the number of pupils in private primary schools was 132,026 (+33%) and in secondary schools 63,699 (+65%).

Tuition fees in the private schools, however, are usually too high for the average family budget, and as a consequence the Department for National Education has created what are called "semi-official" schools. In 1957-1958 there were forty such schools in existence, of which 38 were of secondary level and the rest primary. As described in last year's report, these special institutions were created on the initiative of Parent-Teacher Associations with the moral and material support of the authorities. They differ in the manner of their management from both the public and private schools because they are under the control of councils of administration presided over by a representative of the local authority—usually the chief of the province or the mayor of the municipality concerned.

In these schools pupils have to pay for their education, as in the private schools, but fees are not so high since they are calculated by reference to actual costs and the schools receive government subsidies. The semi-official schools have proved their vitality and efficiency, and are receiving from the government of the Republic aid in cash and kind for capital expenditure, equipment and, in certain cases, salaries and supplies. In 1957-1958 the Department for National Education allocated to ten of these semi-official schools subsidies from central government funds amounting to four million piasters (48 million French francs).

#### French Schools

In addition to the Vietnamese private schools, there are six prosperous French primary and secondary schools in Saigon, Nhatrang, Tourane and Dalat. These institutions provide a total of 110 secondary and 135 primary classes, with a total enrolment of 9,362 boys and girls—four-fifths of Vietnamese nationality. These 245 classes constitute, so to speak, the French language section of Vietnamese education. Unfortunately, since the beginning of the school year 1957-1958 they have been unable to continue gratuitous education as in the past.

#### Popular Education

The development of popular education, part of a national campaign against illiteracy launched in July, 1956, may be seen from the following figures for 1957-1958: classes, 17,794 (+73%); instructors 27,007 (+54%); participants 443,034 (+11%).

In addition, popular education passed into the second stage of its evolution with the founding in 1957, on private initiative, of the Society

for the Encouragement of Higher Studies. The aim of this institution is two-fold : (a) to give to civil servants, business and industrial employees, servicemen, needy students and others, a chance to further their education the better to satisfy their ambitions or meet the growing demands of their jobs; (b) to raise the intellectual and professional level of those of the working class who are eager to better themselves through study.

As a first step, 18 secondary classes were opened and now contain 1,400 students taught by 70 teachers. As a second step, courses on applied technology, documentation, popular science and modern languages have been planned and will open as soon as material conditions permit.

#### **Community Schools**

Community education has already taken root within the Vietnamese system of education thanks to the assistance of Unesco. The growth of this movement was, in the year 1957-1958, marked by a considerable increase in the number of pupils attending the various community pilot schools and by the rapid expansion of the Unesco-Vietnam fundamental education centre at Tan-An, South Vietnam.

Leaving out of account the 10 experts and instructors and 100 student-teachers of the fundamental education centre, the 9 existing community pilot schools have, this year, 2,229 pupils, an increase of 10% over last year's figures of 2,097. There are 65 teachers and instructors as against 63 in 1956-1957, an increase of about 3%. This rather small increase is due to the fact that a number of instructors and teachers had not been trained for this kind of work and had to be replaced by the graduates of the first class—that of 1957—of the fundamental education centre, which has thus become a teacher training establishment for community education in Vietnam.

#### **Handicapped Children**

A new primary school for the blind has been added to the existing institution thanks to private initiative. The school now has 12 pupils, boys and girls of from 6 to 12 years of age. They follow special courses of both general and vocational education and receive free board and lodging at the school.

However, in spite of the above provision and others, the number of handicapped children in institutions does not exceed 65.

#### **Young Delinquents**

At the centre for the re-education of young delinquents in Thu-Duc, the total number of inmates dropped from 408 in 1956-1957 to 390 in 1957-1958, a decrease of about 4.5%. There have been only 28 escapes in the year 1957-1958 compared with 47 in 1956-1957, and a number of inmates due for release have asked to be allowed to remain until they come of age—which is proof of the highly educative character of the life at the centre.

### **CURRICULA, SYLLABUSES, METHODS**

#### **Changes**

In 1957-58 some remarkable events took place within the Vietnamese education system, in secondary and higher education, in general education as well as technical and artistic education. In some places syllabuses were extended, in others changed; elsewhere completely new programmes were created, or recent developments were extended to new areas or new categories of students.



**Secondary Education**

In the field of secondary education the decree of 12th April, 1957, and that of 27th June, 1957, have made various changes in the subject requirements as laid down in the 1953 syllabus. These changes concern not only modern languages, physics, natural science, history and geography, but also moral and civic education, art, music, handicrafts and home economics. These modifications will be the last before the scheduled recasting of the whole secondary programme and its application.

**Higher Education**

In higher education, the Vietnamese faculty of letters in Saigon has created nine new certificate examinations and syllabuses within the following disciplines: philosophy, grammar and philology, geography, French, English and Vietnamese. The former certificate of general philosophy and metaphysics has been combined with other fields in the course for the certificate of Oriental and Western philosophy.

The faculty of medicine and pharmacy is giving more importance to physiology and biochemistry. The faculty of science now accepts theses for the award of the equivalent of an M. Sc. degree in physical science. The faculty of law has adopted new regulations for the doctorate of laws which make compulsory a choice between public law, private law and political economy for all M.A. or doctorate candidates. Higher standards will now be assured by narrow specialization.

The University of Huê, which will soon be one year old, is in the process of working out its syllabuses upon the principles of the University of Saigon for the following certificates: intermediate law, intermediate arts, general mathematics, the first year of teacher training and intermediate fine arts.

**Technical and Art Education**

In the case of technical and art education, the higher school of architecture in Saigon has created, in addition to the five-year architects' course and the three-year town planning course, another three-year course for building technicians who will later be employed either by the Ministry of Reconstruction and Town Planning or the building and construction corps of the army.

The higher school of fine art has added a course on "art in education" designed to train art teachers for the secondary schools. The syllabus includes educational theory and practice, educational psychology, Oriental and Western art, painting, sculpture and engraving. Theoretical studies are complemented by teaching practice in Saigon secondary schools. At the end of the course, which lasts one year, students who pass the examination are awarded an art teacher's certificate which permits them to set up schools of applied art or to teach in the upper forms of secondary schools. However, it is not the aim of the higher school of fine art to become a training college for art teachers: it remains faithful to its desire to help talented young artists—painters and sculptors in particular—who wish to live the lives of artists in liberty and independence.

**Teaching of Music**

Finally, the National School of Music which was founded during the 1956-1957 academic year is laying down the main lines of its syllabuses for the future.

## TEACHING STAFF

**Training** The greatest effort is being made in the field of the training of primary and secondary teachers.

Responsible for the training of primary school teachers are the national training school in Saigon, the so-called "normal" courses which have been opened in many provincial centres such as Huê, Qui-Nhon, Nha-Trang and Saigon, and the new training school in Banmethuot for mountain people of the Highlands.

During the year 1957-1958, the national training school in Saigon continued, under the old regulations, to produce primary school teachers having either a junior (first stage) or senior (second stage) secondary education plus their professional qualifications. The higher school of pedagogy, on the other hand, is concerned with the production of teachers for lower secondary education (four sections: Vietnamese language and literature, mathematics, natural science and modern languages) and upper secondary education (literary and scientific sections). In 1957-1958, 50 teachers graduated from this school as against 24 in the previous year.

The contribution of the University of Saigon in the field of secondary teacher training and the training of teachers for higher education will start to be felt from this year onwards.

At the end of the academic year 1956-1957 the faculty of science provided 8 graduates and a Master of Science (natural science) for secondary teaching, whilst one teacher of practical physics and a lecturer in chemistry were sent to France to work for their doctorates in science.

At the same time, a presidential decree of 26th June, 1957, has created a competitive examination for doctors of medicine, dental surgeons and sixth-year medical students, with a view to sending suitable candidates abroad for further training so that they may return to the country and teach in the faculty of medicine and pharmacy.

Similarly, doctors already in France have been encouraged to follow courses in clinical and forensic medicine for the same purpose. In the meantime, a number of professors are doing periods of observation and study in the Philippines, Japan and the United States.

**In-Service Training** With a view to improving the competence of primary and secondary school teachers, the Department for National Education has, as in past years, been active in its endeavours. During the summer holidays of 1957 it held special teaching method courses for young teachers in the main provincial towns. In all 3,565 or 25% of the 13,523 primary school teachers took advantage of these facilities.

Similar efforts were made to help secondary school teachers. A vacation course was held in Dalat for upper secondary teachers of English. Another such course was held in Saigon for 46 lower secondary English teachers. A course was organized in Saigon for 42 teachers of experimental science. These were followed by courses for teachers of geography in Saigon, and teachers of natural science in Nha-Trang, the former for 20 teachers, the latter for 7 teachers, 6 students of the higher school of pedagogy and 3 student teachers of the national training school.

**Status**

The regulations for primary school inspectors were promulgated by ministerial decree on 16th September, 1957. Those for secondary school inspectors have been submitted for the approval of the general directorate of the civil service. The regulations governing the status of both lower and upper secondary teachers have been in existence for a long time.

To remedy the acute shortage of secondary teachers, and to make the teaching profession more attractive in general, the last school year saw the creation of what has become known as the secondary school allowance and which is an extension of a measure taken earlier for primary teachers.

**AUXILIARY SERVICES****School Health**

Thanks to the valuable help of the Health Department and the Red Cross, hygiene and medical inspection were provided in all Vietnamese schools for the year 1957-1958. Lycées and *collèges* of any importance have a medical room. The pupils have regular medical check-ups, all necessary measures are taken against contagious diseases and vaccinations are provided against smallpox and tuberculosis. The teachers inspect their pupils regularly to make sure that prescribed good practices in individual and group hygiene are carried out.

**Social Welfare**

Social services are increasing with satisfying rapidity. The school funds for these services numbered 108 in 1957-1958, and contained a capital of 911,117 piasters, or 10 million French francs.

Twenty-six school canteens (23 in 1956-1957) served 12,370 meals (10,770 in the preceding year) to 912 (832) pupils, either free, at half-price or cost price.

School co-operatives to the number of 224 (199 in the preceding year), and with a capital of 241,950 piasters (3 million French francs) have a membership of 36,714.

The school mutual benefit societies, now 314 as against 199 the previous year, with a capital of 411,456 piasters (about 5 million French francs), have a membership of 112,681, compared with 59,183 in 1956-1957.

The holiday camps continue to make great strides and more than 2,000 pupils were able last year to benefit from periods spent at the seaside at Cap St. Jacques or Nha-Trang, or in the mountains of Dalat.

Finally, it must be noted that the number of extra-mural associations has increased from 127 to 258 since the last school year.

# YUGOSLAVIA

## EDUCATIONAL PROGRESS IN 1957-1958 <sup>1</sup>

INTRODUCTION      ADMINISTRATION — *Central Eight-Year Schools — Education Centres — Laws on Universities — Interuniversity Cooperation — University Entrance Requirements — Physical Culture Commission — Council for National Minorities Schools — Budget — School Building — Unesco Technical Assistance*      QUANTITATIVE DEVELOPMENT — *Compulsory Schooling — General Secondary Schools — Vocational Schools — Higher Schools — Universities — Adult Education — ORGANIZATION — Special Eight-Year Schools — New Schools and Courses — CURRICULA, SYLLABUSES, METHODS — Changes — Preparation for University Reform — School Cooperatives — Textbooks — TEACHING STAFF — Further Training — Status — MISCELLANEOUS — Special Education — International Cooperation — Scholarships*

### INTRODUCTION

The most important event during the past year has been the preparation for the school reform. In April, 1957, the school reform commission of the federal assembly education committee completed its work and drew up proposals to which is attached an extensive documentation. This material was submitted for public discussion. In January and February, 1958, a special commission prepared a draft general law on education which was also submitted for public discussion. The large number of suggestions submitted were taken into account when the text of the draft law to be submitted to the assembly at its session in June, 1958, was prepared.

The work on school reform has had a considerable effect on educational life and has inspired the education authorities, school committees and educators to examine other problems of education and teaching.

In view of the extraordinary importance of the reform, the draft general law provides that the curriculum for elementary schools and for general secondary schools be introduced a year after the law comes into force, and two years after for technical schools.

### ADMINISTRATION

#### **Central Eight-Year Schools**

In order that the largest possible number of children may be covered by eight-year education, work was started this year in all the republics on the organization, mainly in rural areas, of central elementary schools. These are schools in which pupils of small rural schools continue their schooling from the Vth or VIth grade onwards. Up to now, these schools have been independent units, with their own administration and their own financial operations. These schools now become sections of the central elementary school.

<sup>1</sup> From the report submitted to the XXIst International Conference on Public Education by Mr. Ludvik GABROVSEK, Delegate of the Yugoslav government.



**Education Centres**

This year preparations have been made to establish education centres to work for the professional and educational improvement of the teaching staff.

The people's republic of Croatia already has eight education centres; in Slovenia there are two such centres, while in the other republics they are in the process of establishment. Some of the centres are issuing bulletins. They have various collections for natural science teaching, documentation, audio-visual aids and a specialized education library.

**Laws on Universities**

The laws on universities which were introduced by Serbia, Macedonia and Bosnia and Hercegovina in 1956, were introduced in 1957 by Croatia and Slovenia. A law on higher schools of physical education was introduced in Serbia. In those peoples' republics in which art academies exist, laws governing those schools too have been introduced.

The majority of the university faculties (Beograd, Novi Sad and Sarajevo) have drawn up their statutes in conformity with the legal basis laid down in the laws of the republics.

**Interuniversity Cooperation**

After the introduction of the general law on universities, which gave full autonomy to universities in Yugoslavia, the universities looked into the possibility of setting up permanent interuniversity cooperation. The Community of Yugoslav Universities has been formed to deal with questions of common interest to ensure their permanent cooperation and to co-ordinate their activities. The Community also makes proposals to the responsible state authorities on questions of common interest to the universities, works on exchange of experiences between the universities, chooses delegates to represent the universities in the country and abroad, cooperates with international university organizations and issues publications on the work and problems of the universities.

**University Entrance Requirements**

In 1957 the federal executive council introduced new regulations on the enrolment of students at universities. Students who have finished general secondary schools may enrol without restriction in any university in the country. However, some faculties may introduce an entrance examination if conditions demand that the influx of first-year students be restricted. Pupils who have finished secondary technical schools may enrol in science faculties provided they fulfil the general conditions (entrance examination, etc.).

**Physical Culture Commission**

The federal executive council has set up a commission on physical culture as an administrative body. This measure has also been recommended to the individual peoples' republics.

**Council for National Minorities Schools**

A council has been set up to deal with questions of principle and other important questions pertaining to the education of national minorities, and also to make proposals to the federal executive council.

**Budget**

The municipalities, districts and federated republics provide funds for schools in their budgets. The municipalities and

districts provide funds for elementary and secondary schools, while the peoples' republics provide for the universities and schools of higher learning. Taken as a whole, budgetary expenditure on education and culture amounted to 6,700 million dinars more in 1957 than in 1956.

#### School Building

In 1957 the funds for the development of buildings for technical schools were reorganized. The various funds for this purpose which existed in the federal Chamber of Commerce and in those of the federal republics were replaced by uniform funds, namely the federal fund, the republic funds and the district funds.

#### Unesco Technical Assistance

The Unesco technical assistance programme for 1957 (37,250 dollars) represents a continuation of the plans of the two preceding years. Most of the plan was orientated towards technical schools (12 scholarships for educators and the purchase of equipment for 7 technical schools and 2 further training centres for teaching staff).

### QUANTITATIVE DEVELOPMENT

**Compulsory Schooling** In the 1957-1958 school year special attention was given to the organization of the network of elementary schools. Compulsory schooling is as a rule carried out through eight-year elementary schools, but for some time yet it will partly be achieved through four-year, six-year or seven-year elementary schools, because the development of a complete network of eight-year schools is a process which will take a long time.

The following table shows the number of pupils and schools in which compulsory education is carried out:

	Pupils			Schools		
	1955-1956	1956-1957	%	1955-1956	1956-1957	%
Lower degree (I-IV) . . . . .	1,443,231	1,552,403	+ 7.5	14,154	14,116	- 0.4
Higher degree (V-VIII) . . . . .	593,139	622,269	+ 4.9	5,572	5,298	- 4.9
Total	2,036,370	2,174,672	+ 6.8	14,688*	14,389*	-10.5

\* The number of schools with lower and higher degrees of compulsory education does not make up the total because there are schools with both degrees.

The number of schools in which compulsory education is carried out was reduced during the past year by 155 (10.5%) because during the organization of their network, schools with lower classes only were merged and junior schools were included in eight-year schools.

At the beginning of the 1957-1958 school year, 2,274,606 pupils attended compulsory education schools, which is 204,130 more than in the 1956-1957 school year.

#### General Secondary Schools

At the end of the 1956-1957 school year there were 248 lycées with 118,981 pupils and 6,066 teachers. At the end of the 1955-1956 school year the number of these schools was 271; the reduction in the number of lycées (23) was due to the opening of more technical schools.

**Vocational Schools**

At the end of the 1956-1957 school year there were 174,406 pupils in the schools for skilled workers and technical secondary schools (162,477 in 1955-1956). The increase in the number of pupils has not been uniform in all types of vocational school. Thus, while the number of pupils in schools for skilled workers remained unchanged, the total number of pupils in vocational secondary schools increased by 25.9%.

**Higher Schools**

In the development of higher schools it is necessary to point out the opening of new types of school which make it possible in the first place for employed persons who do not possess formal secondary school qualifications to continue their education and improve their professional knowledge. The total number of these schools increased from 25 in 1955-1956 to 35 in 1956-1957, while the number of students increased from 7,605 to 9,994 (+31.4%).

**Universities**

In 1955-1956 there were at university faculties, schools of higher learning and academies of art, 62,423 students, while in 1956-1957 there were 62,273. A quarter of the total number of students (about 15,000) lived in the 26 students' hostels, while 26,000 students were fed in the 34 students' restaurants.

**Adult Education**

Adult education has been the centre of attention of education authorities, trade unions and other organizations. The setting up of special organizational units was started in adult education institutions in connection with the school reform. In Slovenia an institute for adult education has been opened. There has been growing interest in further education during the year on the part of a large segment of the active population. It is particularly necessary to point out the increase in the number of trade schools, schools for agricultural producers and workers' sections of vocational secondary schools. The number of trade schools in 1955-1956 was 59 with 5,121 pupils, while in 1956-1957 this increased to 80 schools and 7,337 pupils. Another 24 schools were opened for agricultural producers, so that their number in 1956-1957 was 274 with 8,809 pupils. The number of pupils in workers' sections of vocational secondary schools rose from 4,279 in 1955-1956 to 5,386 in 1956-1957.

## ORGANIZATION

**Special Eight-Year Schools**

In Serbia special eight-year schools have been organized for children and young people who are two or more years behind in compulsory education.

**New Schools and Courses**

In 1957-1958 a certain number of new types of higher school were opened. For example, there is the federal school for coaches, for the training of future leaders and instructors in physical culture organizations.

University faculties have provided in their statutes for post-graduate studies for further professional and scientific training, for specialization and for reading for doctor's degrees. Some faculties have already introduced these post-graduate studies.

In Serbia the first secondary school for finance officers has been opened, where studies last two years and staff will be trained for the

financial services in the peoples' committees. A law has also been introduced to make it possible for semi-skilled employed workers to become skilled workers by means of courses of one to three years.

In Zagreb, the capital of Croatia, a new technical school has been opened for plant engineers; studies in this school are at the same level as in technical faculties, and they last four years. The task of this school is to train highly skilled experts, plant engineers, etc.

In Bosnia and Hercegovina new technical schools for machine and mining engineers have been opened.

### CURRICULA, SYLLABUSES, METHODS

#### Changes

In view of the forthcoming educational reform, only minor changes have been made in curricula. In the curricula for the eight-year schools in Croatia a new subject has been introduced called "Our Commune", with two lessons a week. In addition, 83 eight-year schools have been working according to the new draft curricula which is envisaged by the reform. The structure and content of the new curricula differ to a great extent from the former curricula used in these schools. In accordance with the principles of the school reform, in Slovenia a new curriculum has been introduced experimentally in the first three grades of the eight-year school.

More important changes in the curricula of all vocational schools have been carried out. New curricula have also been prepared for the new types of vocational school and new sections of these schools (rubber and leather, food, textile, mining industries, etc.).

Lectures on the subject "introduction to social science" have been introduced at all universities and higher schools.

#### Preparation for University Reform

During 1957, especially at the time of preparing the university statutes, a further revision of the curricula was carried out at almost all university faculties. It has been noted that the length of studies in university faculties exceeds by about 50% the length envisaged by the law. It has been necessary to revise the curricula to modernize them and to shorten university courses so that the national economy may acquire highly qualified experts as quickly as possible.

The peoples' republics of Slovenia and Serbia set up in 1957 special joint commissions of the executive councils of the republics and of the university authorities. A joint commission of the federal peoples' assembly and of the federal executive council was set up to deal with questions concerning universities and higher schools. This commission has been assigned the task of studying the present state and problems of these schools and proposing appropriate solutions for the organization of higher education as a whole, as well as the organization of regular and post-graduate teaching and the content of education in these schools.

In 1957 the commission formed five sub-committees, of which one is general and the other four deal with the technical sciences, with agriculture, forestry and veterinary science, with the medical sciences and with the social sciences.



**School Cooperatives**

The school cooperative is an organization which influences education by means of productive activity and helps cultivate a community spirit and develop the working abilities of the pupils who are members of these cooperatives. Productive work is not an aim in itself, but is adapted to the age and intellectual and physical abilities of the children.

**Textbooks**

Thirty-four new textbooks were published for eight-year schools, 17 for secondary schools and 89 for vocational schools; 27 readers were also published. Last year the number of textbooks for vocational schools was increased, especially in Serbia.

**TEACHING STAFF****Further Training**

Numerous seminars were held. In Serbia over 400 vocational school teachers attended various seminars. In Croatia 1,639 teachers attended seminars, courses and conferences on the republic level, while 8,696 of them attended district centres for the training of teachers. In Macedonia, the institute for the advancement of education organized 6 seminars which 200 teachers attended. Improvement of the professional knowledge of teachers has been organized in all the other republics.

It is particularly necessary to mention the role of professional associations: associations for the mother tongue, for foreign languages, for mathematics, physics, chemistry, history, biology, physical culture, etc. Some of these publish papers in which they discuss various professional questions.

**Status**

In December, 1957, a new law on civil servants was introduced in Yugoslavia, under which the previous advantages of educators were increased in relation to other government employees with the same professional qualifications. The advantages are as follows: (1) Teachers holding qualifications for elementary schools have the advantage of an extra pay grade compared with the staff of other services. (2) Teachers with senior professional qualifications start with the same grade as the staff of other services, but their final grade is one degree higher in the wage scale. (3) Teaching staff in villages are entitled to free accommodation and fuel. (4) In the case of educators, transfer in the interests of the service has been abolished because all vacancies are filled on the basis of competition only. (5) Teachers who distinguish themselves by their work have the possibility of special promotion and may be appointed as educational counsellors, which also entails promotion. (6) In the case of professional disability, teachers may, under certain conditions, retain their previous rank and the advantages attached to them even when they are transferred to other duties. (7) Teachers and instructors are guaranteed six weeks' (42 days) paid annual leave regardless of length of service. This leave coincides with the summer holidays.

**MISCELLANEOUS****Special Education**

In some republics there have been certain changes with respect to special education for physically handicapped children.

In Serbia work has been started on the opening of special sections for deaf children in the elementary schools, and of special classes in regular schools for mentally backward children, for partly deaf children and children with speech defects. A special auxiliary school has been opened for these children, while the social welfare council of Serbia has opened a special institute for mentally backward children at the stage of imbecility. Special regulations have made it possible for deaf pupils to be trained in specific trades without completing the elementary school.

In Croatia the institutes and schools for deaf and dumb children as well as the schools for mentally handicapped children have become eight-year schools. Pre-school education has been organized for blind children. The institute for serious cases of mentally deficient children was opened for the first time in 1956; its capacity has increased to admit 300 such children.

#### **International Cooperation**

In addition to the universities, various institutions and other organizations, such as the federal executive council secretariat for education and culture and the National Commission for Unesco, are also working for the establishment of educational links with the outside world.

During the past year Yugoslav delegates attended 15 international conferences, congresses and seminars sponsored by Unesco. Yugoslavia also participated in the XXth International Conference of Public Education held at the International Bureau of Education in Geneva in July, 1957.

On the initiative of the Yugoslav National Commission, the II<sup>nd</sup> Conference of European National Commissions for Unesco was held in Dubrovnik in October, 1957. The conference was attended by 100 delegates from 24 European National Commissions, while 6 countries outside Europe sent observers.

Official delegations from the USSR and Czechoslovakia, and groups of educators from Poland, visited Yugoslavia to study developments and problems in the field of education. For the same purpose, a delegation from Yugoslavia visited Czechoslovakia. A delegation of professors from Yugoslav universities also spent a certain time in the USSR.

#### **Scholarships**

In 1957, 188 scholarships offered by foreign governments were taken up. These scholarships were intended for the further training of junior scientific workers.

In addition, another 30 scholarships were granted in 1957 to be used in 1958.

During the year five Unesco fellowships and several travelling scholarships for workers, also offered by Unesco, were awarded to Yugoslavs.

The Yugoslav government offered 87 scholarships to foreign students from 26 countries. These scholarships have been given in the main for post-graduate specialization, and most of them have been used for study of the Serbo-Croat language and Yugoslav literature.



# LEADING OFFICIALS IN THE MINISTRIES OF EDUCATION

## AFGHANISTAN

### ROYAL MINISTRY OF EDUCATION

Minister : Ali Ahmad POPAL; Deputy Ministers : Mohammad ANAS, Abdul Ahmad ATAYE; Advisers to the Ministry of Education : Mir Najmuddin ANSARY, Goya ETEMADI; President, Department of Compilation and Translation : Hamidulla E. SERADJ; President, Vocational Education : Mohammad HAIDER; President, Secondary Education : Mohammad AKRAM; President, Primary Education : Mohammad Asif MAEL; President, Inspection Department : Mohammad Aziz; Director, Foreign Relations and Unesco : Tooryalay ETEMADI; Director-General, Sports : Abdul Waheed ETEMADI; Director, Statistical Bureau : Abdul ALI.

## ARGENTINA

### MINISTERIO DE EDUCACIÓN Y JUSTICIA, BUENOS AIRES

Minister of Education and Justice : Luis R. MAC'KAY; Under-Secretary for Education : Antonio F. SALONIA; Under-Secretary for Justice : Ismael Edgardo BRUNO QUIJANO; General Secretary : Rodolfo Jorge de LORENZO; Chief of the Central Bureau : Antonio José LASCANO GONZALEZ; Director-General of Secondary, Special and Higher Education and Teacher Training : Florencio D. JAIME; Director-General of Technical Education : Ernesto Francisco BABINO; Director-General of Culture : José BABINI; Directress of Cultural Development : Mrs. Cora RATTO DE SADOSKY; Director of Cultural Action : Edgar MALDONADO BAYLEY; Director-General of School Hygiene : Angel S. ARDAIZ; Director-General of Legal Questions : Jorge RODRIGUEZ AIME; Director-General of Administration : José Antonio DOMINGUEZ; Director-General of Staff : Roberto Ricardo RONCALES; Director-General of Physical Education : Ramón C. MUROS.

## AUSTRALIA

*New South Wales* : Deputy Premier and Minister for Education : Robert James HEFFRON; Director-General of Education : Harold Stanley WYNHAM; *Victoria* : Minister of Education : John BLOOMFIELD; Director of Education : Alan Hollick RAMSAY; *Queensland* : Minister for Education : Jack Charles Allan PIZZEY; Director-General of Education : Herbert George WATKIN; *South Australia* : Minister of Education : Baden PATTINSON; Director of Education : Evan MANDER JONES; *Western Australia* : Minister for Education : William HEGNEY; Director of Education : Thomas Logan ROBERTSON; *Tasmania* : Minister for Education : William Arthur NEILSON; Director of Education : Donald Hamilton TRIBOLET; *Commonwealth Office of Education* : Prime Minister of Australia : Robert Gordon MENZIES; Director, Commonwealth Office of Education : William John WEEDEN; Deputy Director : Joseph James PRATT.



## AUSTRIA

## BUNDESMINISTERIUM FÜR UNTERRICHT, VIENNA

Federal Minister of Education : Heinrich DRIMMEL; Minister's Departmental Staff : Heinz PRUCKNER; General Directorate (No. I) of Higher Education and Scientific Institutes : Adalbert MEZNIK; General Directorate (No. II) of Fine Arts : Josef MUSIL; General Directorate (No. III) of Legislative, Administrative and Economic Questions concerning the General Directorates (Nos. IV, V and VI) and Questions relative to Staff and School Buildings : Nikolaus FRCEK; General Directorate (No. IV) of Extra-Scholastic Activities : Viktor KOLLARS; General Directorate (No. V) of Secondary and Primary Education : Johann VOGELSANG; General Directorate (No. VI) of Technical Education : Franz CECH; Office for Religious Affairs : Josef RIEGER.

## BELGIUM

## MINISTÈRE DE L'INSTRUCTION PUBLIQUE, BRUSSELS

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## BOLIVIA

## MINISTERIO DE EDUCACIÓN Y BELLAS ARTES, LA PAZ

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## BRAZIL

## MINISTRY OF EDUCATION AND CULTURE, RIO DE JANEIRO

Minister : Clovis SALGADO DA GAMA; Principal Private Secretary : José Pedro FERREIRA DA COSTA; Director-General of the National Department of Education : Heli MENEGALE; Director of Secondary Education : Gildásio AMADO; Director of Commercial Education : Lafayette BELFORT GARCIA; Director of Industrial Education : Francisco MONTOJOS; Director of Higher

Education: Jurandyr Lodi; Director of the Extra-Scholastic Education Division: José Salvador JULIANELLI; Director of the Physical Education Division: Alfredo COLOMBO; Director of the National Institute of Educational Studies: Anísio SPINOLA TEIXEIRA.

## BULGARIA

### MINISTRY OF EDUCATION AND CULTURE, SOFIA

Minister: Givko GIVKOV; Deputy Ministers: Guéro GROSEV, Ivan BACHEV, Gantcho GANEV, Marin GUECHKOV.

## BYELORUSSIA

### MINISTERSTVO PROSVECHTCHENIIA BIELOROUSSKOÏ SSR, MINSK

Minister of Education: I. M. ILIOUCHINE; Deputy Ministers: F. N. KAZAKOV, S. A. Oumreiko; Chief of the Primary and Secondary Directorates: M. P. DOROFIENKO; Chief of the Educational Establishments Section: V. A. JOUTCHKIEVITCH.

## CAMBODIA

### MINISTRY OF NATIONAL EDUCATION, PHNOM-PENH

Minister: CHAU SENG; Director-General of Education: PUNG PENG CHENG; Principal Private Secretary: PANH LAUV; Director of Offices and Director of the Cultural Relations Office: YEIM YISINN; Director of Public Primary Education: HUA KIEM SIEU; Director of Secondary and Higher Education: PHUNG TON; National Director of Fundamental Education: MEN CHHUM; Director of Educational Services: CHHUK MENG MAO; Director-General of Sports and Youth: TIM TUY; Director of Technical and Vocational Education: IV CHAY IV YAN; Director of Private Education: KIM YIN SISAMOUTH; Directress of School Hygiene: PHY THIEN LAY.

## CANADA

*British Columbia*: Minister of Education: L. R. PETERSON; *Alberta*: Minister of Education: A. O. AALBORG; *Saskatchewan*: Minister of Education: W. S. LLOYD; *Manitoba*: Minister of Education: Stewart E. McLEAN; *Ontario*: Minister of Education: W. J. DUNLOP; *Quebec*: Provincial Secretary: Yves PRÉVOST; Superintendent of Public Instruction: O. J. DÉSAULNIERS; *New Brunswick*: Minister of Education: C. D. TAYLOR; *Nova Scotia*: Minister of Education: M. S. LEONARD; *Prince Edward Island*: Minister of Education: Keir CLARK; *Newfoundland*: Minister of Education: F. W. ROWE.

## CEYLON

### MINISTRY OF EDUCATION, COLOMBO

Minister of Education: Wijayananda DAHANAYAKE; Parliamentary Secretary: Punchi Banda Aloysius WEERAKOON; Permanent Secretary: Hettiarachchige JINADASA; Secretary, National Commission-Unesco: Terence Carl Ilangakkone EKANAYAKA; Director of Education: Stephen Frederick de SILVA; Director of Ceylon Technical College: Sri Luxman de SILVA; Commissioner of Examinations: Lekamwasam Liyanage Kanakaratne GUNATUNGA; Secretary, Educational Publications Advisory Board: Nambukara Tantrige Karunaratne Gunapala SENADHEERA.

## CHILE

## MINISTERIO DE EDUCACIÓN PÚBLICA, SANTIAGO

Minister of Public Education : Francisco CERECEDA CISTERNAS; Under-Secretary : René del VILLAR LAZZERINI; Superintendent of Education : Maria Teresa del CANTO MOLINA; Director-General of Primary Education and Teacher Training : Luis GOMEZ CATALAN; Director-General of Agricultural, Commercial and Technical Education : Hernán PARDO FREIRE.

## CHINA (Republic of)

## MINISTRY OF EDUCATION, TAIPEI

Minister : Y. C. MEI; Political Vice-Minister : Dison Hsueh-Feng POE; Administrative Vice-Minister : Shi-mou LEE; Secretary-General : Shu-ping KO; Chief Counsellor : Yin-shih LIU; Director of Higher Education : Chien CHUNG; Director of Secondary Education : Miss Yah-chuan WANG; Director of Primary Education : Mrs. Chu-sheng YEH-CHENG; Director of Social Education : Hsien-yun LIU; Director of General Affairs : Hua-cheng KAO; Director of International Cultural and Educational Relations : Nai-wei CHANG; Chief Comptroller : Tseng-yung LEE; Chief of Personnel : Chin WEI.

## COLOMBIA

## MINISTERIO DE EDUCACIÓN NACIONAL, BOGOTÁ

Minister of National Education : Reinaldo MUÑOZ ZAMBRANO; General Secretary : Gerardo CABRERA MORENO; Technical Cultural Under-Secretary : Daniel CEBALLOS NIETO; Administrative Under-Secretary : Marino VIVAS; Director of the Baccalaureate Division : Jorge O. DÍAZ VELASQUEZ; Director of the Teacher Training and Primary Education Division : Luís Alejandro GUERRA F.; Directress of the Girls' Education Division : Irene Jara de SOLÓRZANO; Director of the Industrial and Commercial Education Division : Eduardo MARTÍNEZ ESPONDA; Director of the Rural Education Division : Gerardo TAMAYO PEÑA.

## COSTA RICA

## MINISTERIO DE EDUCACIÓN PÚBLICA, SAN JOSÉ

Minister of Public Education : Mrs. Estela QUESADA HERNANDEZ; General Secretary : José María CHAVERRI PICADO; Directress of the Research and Planning Department : Teresa RODRIGUEZ ALVARADO; Chief of Personnel and Administrative Services : Zabulón BOLAÑOS ELIZONDO; Director of the Finance Department : Mario CAMPOS SOLERO; Director of the Cultural Extension Department : Hernando ARIAS GOMEZ; Director of the Primary Education General Inspectorate : Bienvenido RAMIREZ VARGAS; Director of the Secondary Education General Inspectorate : Marco Tulio PACHECO ALFARO; Director of the Teacher Training General Inspectorate : Gonzalo SOTO RODRIGUEZ; Technical Adviser : Hernán VERA LAMPEREIN.

## CUBA

## MINISTERIO DE EDUCACIÓN, HAVANA

Minister of Education : Vicente CAUCE; Administrative Under-Secretary : Arsenio GONZÁLEZ; Director-General of Higher and Secondary Education : Antolín GONZÁLEZ DEL VALLE; General Superintendent of Secondary Schools : Ernesto GARCÍA TUDURÍ; General Superintendent of Schools : Alfredo Emilio

RAMOS; Directress-General of Rural Education : Blanca Rosa URQUIAGA VENTO; Director of Primary Education : Regino FARIÑAZ MONTERO; Director-General of the Military Civic Institute : Gustavo Adolfo BOCK JORGE; Director-General of the National Institute of Culture : Guillermo de ZENDEGUI; Directress-General of Physical Education : María Luisa BONAFONTE; Director-General of Sports : Jacobo SAIF YAPOR; Director-General of Finance : Francisco LOPEZ CASTILLO; Director of Administration : Roberto HURTADO ALBA; Chief of Personnel and School Supplies : Gilberto LLANES PUERTO.

## CZECHOSLOVAKIA

### MINISTRY OF EDUCATION AND CULTURE, PRAGUE

Minister of Education and Culture : František KAHUDA; First Deputy Minister responsible for General Education Schools, Vocational Education, Extra-Scholastic Educational Establishment of Higher Education and Science; Václav KŘISTEK; Deputy Minister responsible for Culture and Adult Education : Václav PELÍŠEK; Deputy Minister responsible for International Relations : Karol BEDRNA; Deputy Minister responsible for Planning, Finance, Building and Internal Administration : Miroslav HUČKO.

## DENMARK

### UNDERVISNINGSMINISTERIET, COPENHAGEN

Minister of Education : Jørgen JØRGENSEN; Under-Secretaries of State : Albert MICHELSEN and Agnete VØHTZ; Director-General of Primary Education : K. Hølvæg PETERSEN; Director-General of Secondary Education : Hans I. HANSEN; Director-General of Higher Education : Sigurd HØJBV; Inspectors of Vocational Education (Ministry of Trade) : Osvald LARSEN and Werner RASMUSSEN.

## DOMINICAN REPUBLIC

### SECRETARÍA DE EDUCACIÓN Y BELLAS ARTES, CIUDAD TRUJILLO

Secretary of State for Education and Fine Arts : Víctor GARRIDO; Under-Secretary of State responsible for Administration : Antonio PAREDES MENA; Under-Secretary of State responsible for Fine Arts and Sports : Prosper RUIZ COÉN; Under-Secretary of State responsible for the Trujillo Literacy Campaign and the Technical Service : José M. RAMOS; Rector of the University : Arturo DESPRADEL.

## ECUADOR

### MINISTERIO DE EDUCACIÓN PÚBLICA, QUITO

Minister of Public Education : José M. BAQUERIZO M.; Under-Secretary : Gerardo MARTÍNEZ E.; Director-General of Education : Genaro CUESTA; Director of Primary Education : Manuel ALTAMARINO; Director of Secondary Education : Alfonso ARROYO; Director of Technical and Vocational Education : Julio C. LARREA; Responsible for International Relations : Gustavo A. PAEZ T.

## ETHIOPIA

### MINISTRY OF EDUCATION AND FINE ARTS, ADDIS ABABA

Vice-Minister : Lij ENDALKATCHEW MAKONNEN; Director-General of Administration : Wubishet DILNESSAHU; Director-General of Programme : Million NEQNIC; Acting Secretary-General : Alama SELASSIE GOLA; Director



of School Administration : Zaude GABRE-MEDHIN; Director of Higher Institutions and Special Schools : Alemu BEGASHAW; Acting Director of Research and Curriculum : Woizero MAAZA BEKELE; Acting Director of Personnel Department : Moulatau LEMMA; Director of Tests and Measurements : Mesfin ABEBE; Director of Community Education : Mammo WOLDE SENBET, Acting Director : Kebede GABRE-GIORGHIS; Director of Technical Assistance : Wubishet DILNESSAHU; Assistant to Director of Technical Assistance : Miss Mary TADESSE.

## FINLAND

### MINISTRY OF EDUCATION, HELSINKI

Minister : Kaarlo KAJATSALO; General Secretary and Director of Higher Education : Arvo Ilmari SALMINEN; Director of Primary Education : Yrjö Ilmari SALOSAARI; Director of Secondary Education : Alva Aulis KOHONEN; Director-General of Schools : Reino Henrik OITTINEN; Director of the Primary Education Bureau : Aaprami Alfred SALMELA; Director of the Secondary Education Bureau : Niilo Vihtori KALLIO; Director of the Swedish Schools Bureau : Gösta Edvin CAVONIUS; Director of Vocational Education (Ministry of Commerce) : Aarno Maurits NIINI.

## FRANCE

### MINISTÈRE DE L'ÉDUCATION NATIONALE, PARIS

Minister of National Education : Jean BERTHOIN; High Commissioner for Youth and Sports : Maurice HERZOG; Director-General of Primary Education : Aristide BESLAIS; Director-General of Secondary Education : Charles BRUNOLD; Director-General of Higher Education : Gaston BERGER; Director-General of Technical Education : Albert BUISSON; Director-General of Youth and Sports : Gaston Roux; Director-General of Arts and Letters : Jacques JAUJARD; Director of the University Service for Foreign Relations : César SANTELLI; Director-General of the National Centre for Scientific Research : Jean COULOMB; Director-General of Architecture : Renée PERCHET; Director of the French Libraries : Julien CAIN; Director-General of the French Archives : Charles BRAIBANT; Director of the French Museums : Edmond SIDET; Director of the National Educational Institute : Louis CROS; Director of General Administration : René HUDELEY; Director-General of School, University and Sport Equipment : DONZELOT; Director of School and University Health Services : Dr. DOUADY.

## GERMAN FEDERAL REPUBLIC

*Baden-Württemberg* : Minister of Religion : Gerhard STORE; *Bayern* : Minister of Religion : Theodor MAUNZ; *Berlin* : Senator : Joachim TIBURTIUS; *Bremen* : Senator : Willi DEHNKAMP; *Hamburg* : Senator : Heinrich LANDAHL; *Hessen* : Minister : Arno HENNIG; *Niedersachsen* : Minister of Religion : Richard LANGEHEINE; *Nordrhein-Westfalen* : Minister of Religion : Werner SCHÜTZ; *Rheinland-Pfalz* : Minister of State : Eduard ORTH; *Schleswig-Holstein* : Minister of Religion : Edo OSTERLOH; *Saarland* : Minister of Religion : Franz Josef RÖDER; President of the Conference of Ministers of Religion : Edo OSTERLOH.

## GHANA

### MINISTRY OF EDUCATION, ACCRA

Minister of Education : Clarkson Thomas NYLANDER; Ministerial Secretary : William Atia AMORO; Permanent Secretary : Casely Manasseh

Obuobisa MATÉ; Principal Assistant Secretary: Euan Beresford Seaton ALTON; Chief Education Officer: Bernard Eric CARMAN; Chief Technical Education Officer: Lawrence Kodzo APALOO; Acting Chief Education Officer: John Mackie BANNOCHIE; Acting Chief Technical Education Officer: George MOLLISON.

## GREECE

### MINISTRY OF EDUCATION AND RELIGION, ATHENS

Minister: Georges VOYIATZIS; General Secretary: Nicolas KARMIRIS; President of the Higher Council of Education: Demetrius HATZIS; Technical Adviser: Mrs. Nike DENDRINOY ANTONAKAKI; Director-General of Religions: Vassilios IOANNIDIS; Director of the Central Service of the Ministry: Constantin KYRIAKOPOYLOS; Director of the Education Council: Constantin SVORONOS; Director of Higher Education: Constantin PAPAPANOS; Director of Secondary Education: Lambros KARASMANIS; Director of Primary Education: Theodoros FOTINOPOULOS; Director of Private Education: Athanasios BARCAS; Director of Physical Education: Evangelos KALFARENTZOS; Director of School Hygiene: Vassilios LIMBERIS; Director of Antiquities: Ioannis PAPADIMITRIOU; Director of Restoration: Efsthios STRIKAS; Director of Technical Services: Georges PANZARIS; Director of Literature, Theatres and Cinemas: Georges KOURNOUTOS; Director of Fine Arts: Georges KOURNOUTOS (provisionally); Director of Teaching Material: Constantin MOURAS; Director of School and Educational Publications: Charalambos MOUSSTRIS; Chief of the Adult Education Section: Mrs. Helene Malafeka.

## GUATEMALA

### MINISTERIO DE EDUCACIÓN PÚBLICA, GUATEMALA

Minister of Public Education: Marco Aurelio MÉRIDA; Under-Secretary: Jorge José SALAZAR VALDEZ; Director of Rural Education: Hector Antonio GUERRA MARTÍNEZ; Director of Fine Arts: Augusto MONTERROSO; Director of Primary Education: Salvador ESPINOZA; Director of Secondary Education: David ARROYO SANTIZO; Director of Vocational and Technical Education: Francisco GULARTE C.; Director of Physical Education: Manuel Angel PONCE; Director of Adult Education: Alberto ARREAGA; President of the Technical Council: Oscar GONZÁLEZ RECINOS; Chief of Relations with International Organizations: Alfredo CARRILLO RAMÍREZ.

## HAITI

### DÉPARTEMENT DE L'ÉDUCATION NATIONALE, PORT-AU-PRINCE

Director-General of National Education: Antoine GUERRIER; Assistant Director-General for Rural Education: Joseph BERNARD; Assistant Director-General for Physical Education: Pierre BIAMBY; Assistant Director-General for Vocational Education: Eugène GEORGES; Assistant Director-General for Adult Education: Léo FAUBLAS; Assistant Director-General for Secondary Education: Ernest BARBOT; Assistant Director-General for Primary Education: Raymond BARJON.

## HONDURAS

### MINISTERIO DE EDUCACIÓN PÚBLICA, TEGUCIGALPA

Secretary of State for Public Education: Juan Miguel MEJIA; Under-Secretary of State: Mrs. Graciela BOGRAN; Director-General of Primary

Education : Armando CARCAMO BUESO; Director-General of Secondary Education and Teacher Training : Manuel Antonio SANTOS; Director of the Planning Department : Mrs. Ana GOMEZ ROMERO; Rector of the autonomous University of Honduras : Lisandro GÁLVEZ.

## HUNGARY

### MŰVELŐDÉSÜGYI MINISZTERIUM, BUDAPEST

Minister of Culture : Mrs. Valéria BENKE; First Vice-Minister : György ACZÉL; Vice-Ministers : Pál ILKU; József SZIGETI.

## ICELAND

### MINISTRY OF EDUCATION, REYKJAVIK

Minister of Education : Gylfi Th. GÍSLASON; Secretary General : Birgir THORLACIUS; Chief of Division : Ageir PÉTURSSON; Secretaries : Knútur HALLSSON, Sigurdur J. BRIEM.

## INDIA

### MINISTRY OF EDUCATION, NEW DELHI

Minister : K. L. SHRIMALI; Private Secretary to Minister : R.N. VIJ; Secretary and Educational Adviser : K.G. SAIYIDAIN, (P.N. KIRPAL acting); Joint Educational Advisers and *ex-officio* Joint Secretaries : P.N. KIRPAL, R.P. NAIK; Adviser, National Discipline Scheme : J.K. BHONSLE; Adviser Physical Education and Recreation : M. N. MASUD; Deputy Secretaries : Mrs. E.B. JOSHI; Nizamuddin AHMED; Deputy Financial Adviser : Prem NARAIN; Deputy Educational Advisers : R.K. BHAN, P.D. SHUKLA, N.S. JUNANKAR, R.K. KAPUR, Nauhria RAM.

## INDONESIA

### MINISTRY OF EDUCATION, INSTRUCTION AND CULTURE, DJAKARTA

Minister of Education and Culture : Professor PRIJONO; General Secretary : M. HUTASOIT; Director of the General Education Department : Ali MARSABAN; Director of the Vocational Education Department : X. S. M. ONDANG; Acting Chief of the Co-ordination Bureau of Higher Education : M.A. SUPARDO; Director of the Cultural Affairs Department : Oesman JOEDAKOESOEMAH; Director of the Mass Education Department : M. Soetarman KARTOSOEBROTO; Chief of the Bureau of International Relations and Unesco Affairs : R. SOEBROTO.

## IRAN

### VÉZARATE FARHANGUE, TEHERAN

Minister of Education : Mahmoud MEHRAN; Under-Secretary of State : Mohammad YAZDANFAR; Under-Secretary of State and Director of Fine Arts : Mehrdad PAHLBOD; Under-Secretary of State for Technical Education : Hibibollah NAFICI; Under-Secretary of State for Administrative Affairs : Réza MOZAYENNI; Directors-General : of Education : Karim FATEMI; of Religious Property : Nosratollah MECHKATI; of Publications and Statistics : Aboutorab RAZANÍ; of the National Library : Mehdi BAYANI; of Education :

Hossein BANAI; of Cultural Affairs, Organization of Plans and Realisation of Projects : Ahmad ROUSTAÏAN; of Higher Education and Cultural Relations : Djalal KASSAI; Directors : of Secondary Education : Mohammad MACHAYEKHI; of Primary Education : Esmail VALIZADEH; of Teacher Training : Mohammad MOEZZI; of Curricula and Research : Mohammad MACHAYEKHI; of Fundamental and Tribal Education : Mehdi MALEK-AFZALI; of Nursery-Infant Schools : Fazlollah DJAHAN-ARA; of Agricultural and Rural Education : Zeynolabedine LACHGARI; of Technical and Vocational Education : Abbas CHEYKHE; of Adult Education : Sayed Fakhroddin NABAVI; of Compulsory Education : Ali Nachi BAHMANYAR; of Domestic Science : Mrs. Nahid FAKHRAI; of Commercial Education : Mehdi MADAYENI; of Students Abroad : Keykhosrow KECHAVARZ; of Cultural Collaboration : Aziz MALEKI; of School Health : Siavoch AGAH; of Teachers' Welfare : Mohsen CHAM-LOU; of Propaganda and Publications : Mohammad Ali MANI; of Archaeology : Sadagh SAMIMI; of Buildings : Abdolmehdi MADJD; of Inspection : Réza MAREFAT; of Staff : Mohammad Taghi SADJADDIAN; of Accountancy : Mohammad Gholi DAVARI; of the Ministerial Secretariat : Nasrollah MONTAZERI.

## IRAQ

### MINISTRY OF EDUCATION, BAGHDAD

Acting Minister of Education : Hudaib Haj HMOOD; Director-General of Education : Faisal AL-SAMIR; Acting Director-General of Vocational Education : Abdul Kadir YOUSSEF; Director-General of Technical Affairs : Salah KHALIS; Director-General of Administration : Siddiq AL-ATROUSHI; Inspector General of Education : Aboud ZALZALA; Director-General of Antiquities : Fu'ad SAFAR; President of University of Baghdad : Abdul Jabbar ABDULAH; President of Iraqi Academy : Muneer AL-KADHI; Director-General of Physical Education : Akram FAHMI; Director of Primary Education : Najeeb Muhi EL-DEEN; Director of Secondary Education : Hamdi YOUNIS; Director of Teacher Training : Abdul Hamid Abdul KAREEM; Director of Industrial Education : Jassim AL-HAYANI; Director of Cultural Relations : Abdul Razzak AL-JALILI.

## IRELAND

### AN ROINN OIDEACHAIS, DUBLIN

Minister for Education : Seán Ó LOINSIGH; Secretary : Tarlach Ó RAIFEAR-  
TAIGH; Assistant Secretary for Post-Primary Education : Máirtín Ó FLATHAR-  
TAIGH; Assistant Secretary for Primary Education : Seán MAC GEARAILT.

## ISRAEL

### MINISTRY OF EDUCATION AND CULTURE, JERUSALEM

Minister : Zalman ARANNE; Deputy Minister : Ami ASSAF; Director-General : Moshe AVIDOR; Deputy Director : Yaakov SARID; Assistant Directors-General : Juda Leib BENOR, Eliyahu KATZENELLENBOGEN, Abraham BARTANA, Avner ISRAELI; Head of Division of Religious Education : Joseph GOLDSCHMIDT; Head of Educational Secretariat : Yehoshua PRAVER; Full-time Members of Educational Secretariat : Yaakov Niv, Shruga ADIEL.

## ITALY

### MINISTERIO DELLA PUBBLICA ISTRUZIONE, ROME

Minister of Education : Aldo MORO; Under-Secretaries of State : Giovanni Battista SCAGLIA, Angelo Di Rocco; Director-General of Primary Education :



Attilio FRAJESE; Director-General of Classical and Scientific Education and Teacher Training : Emilio PRISINZANO; Director-General of Technical Education : Aleardo SACCHETTO; Director-General of Higher Education : Mario DI DOMIZIO; Director-General of Antiquities and Fine Arts : Guglielmo DE ANGELIS D'OSSAT; Director-General of Academies and Libraries : Guido ARCAMONE; Director-General of Cultural Exchanges : Salvatore COMES; Director-General of General Affairs and Personnel : Giovanni PIAZZA; Director-General of Popular Education : Nazareno PADELLARO.

## JAPAN

### MOMBU-SHO, TOKYO

Minister of Education : Hirokichi NADAO; Deputy-Minister : Seisuke INADA; Director of Elementary and Secondary Education Bureau : Takasaburo NAITO; Director of Higher Education and Science Bureau : Shinsuke OGATA; Director of Social Education Bureau : Shigeru FUKUDA; Director of Physical Education Bureau : Kohei SHIMIZU; Director of Research Bureau : Kenji KITAOKA; Director of Administrative Bureau : Yukio KOBAYASHI; Director of Secretariat, Cultural Properties Protection Commission : Kohei OKADA; Secretary General, Japanese National Commission for Unesco : Yoshio MUTO.

## JORDAN

### WAZÂRET AL-TARBIEH WA T'ALEEM, AMMAN

Minister of Education : Muhammed Ali AL-JABARI; Acting Under-Secretary : Ibrahim SNOBAR; Assistant for Cultural Affairs : Khalil SALIM; Principal Men's Training College : Abdul Hamid YASIN; Principal Khadoorie Agricultural School : Ali RAOUF; Principal Trade School : Burhan KAMAL; Principal Rural Teachers' Training Centre at Beit Hanina : Thoukan HINDAWI; Principal Women's Training College : Oigha WAHBEH.

## KOREA (Republic of)

### MINISTRY OF EDUCATION, SEOUL

Minister of Education : Chai Yu CHOI; Vice-Minister of Education : Sheon Gi GIM; Director of Common Education Bureau : Ui Taik CHUNG; Director of Higher Education Bureau : Sang Bong HAN; Director of Technical Education Bureau : Chull Chai PARK; Director of Bureau of Culture : Shi Min PYUN; Director of Textbook Bureau : Man Kyu PARK; Chief Supervisor : Tae Jin SHIM; Chief of General Affairs Section : Seung Che KIM.

## LAOS

### MINISTRY OF NATIONAL EDUCATION, VIENTIANE

Minister : Bong SOUVANNAVONG; Director-General of Education : Tay KEOLUANGKHOT; Director-General of Secondary and Higher Education : Charles DELEPINE; Director of Primary Education : Khamsi SIRIMANOTHAM; President of the Literary Committee : Pierre Somchinn NGINN.

## LEBANON

### MINISTRY OF NATIONAL EDUCATION AND FINE ARTS, BEIRUT

Minister : Pierre GEMAYEL; Director-General : Fouad SAWAYA; President of the Lebanese University : Fouad BOUSTANY; Director of Technical Educa-

tion: Mohamed RAAD; General Curator of Antiquities: Maurice CHEHAB; Librarian of the National Library: Wassef BAROUDY; Principal Private Secretary: Fouad RIDA; Director of Primary Education: César NASR; Director of the Educational Studies Centre: Toufic SABBAGH; Chief of the Teacher Training Department: Khalil GEOR; Chief of the Secondary Education Department: Georges SALIBI; Chief of the Sports and Scout Movement Department: Hilmi NAWAL; Chief of the Cultural Relations Service: Ikram HAFAR; Director of the Conservatory of Music: Anis FULEIHAN.

## LIBERIA

### DEPARTMENT OF PUBLIC INSTRUCTION, MONROVIA

Secretary of Public Instruction: Nathaniel V. MASSAQUOI; Under Secretary of Public Instruction and Liaison Officer between the Government and all Education Agencies of the United States of America: Mrs. Ellen Mills SCARBROUGH; Under Secretary of Public Instruction for Unesco and other International Agencies: John Payne MITCHELL; Assistant Secretary of Public Instruction: J.W.A. RICHARDS.

## LIBYA

### MINISTRY OF EDUCATION, BENGHAZI

*Ministry of Education:* Minister of Education: Abu Baker Abu NAAMA; Acting Director-General: Ibrahim MAHDAWI; *Cyrenaica Province:* Nazir of Education: Hamed Al ABEIDI; Director of Education: Hamed SHWEIHDI; *Tripolitania Province:* Nazir of Education: Aly Joma MOZWAGI; Director of Education: Mohamed Tawfig HAMUDA; *Fezzan Province:* Nazir of Education: Hasan Dafer BURKAN; Director of Education: Mohamed FAYAD.

## LUXEMBOURG

### MINISTÈRE DE L'ÉDUCATION NATIONALE, LUXEMBOURG

Minister: Pierre FRIEDEN; Government Adviser on Vocational Education: Jean-Pierre WINTER; Government Adviser on Primary Education, Arts and Science: Edouard PROBST; Educational Adviser responsible for Cultural Relations with other Countries: Alphonse AREND; Professor attached to the Ministry responsible for questions relative to Higher and Secondary Education: Michel SCHMIT.

## MALAYA (Federation of)

### MINISTRY OF EDUCATION, KUALA LUMPUR

Minister of Education: Enche Mohamed KHIR JOHARI; Secretary to the Ministry of Education: T. Eames HUGHES; Chief Education Adviser: J. N. DAVIES.

## MEXICO

### SECRETARÍA DE EDUCACIÓN PÚBLICA, MEXICO

Secretary of State: Jaime TORRES BODET; General Under-Secretary for Administrative Coordination: Ernesto ENRIQUEZ; Under-Secretary for Technical Education: Victor BRAVO AHUJA; Under-Secretary for Cultural Affairs: Amalia G. C. de CASTILLO LEDON; General Secretary: Manuel LOPEZ DAVILA; Minister's Private Secretary: Rafael SOLANA; General Coordinator of Pre-school and Primary Education: Mario AGUILERA DORANTES; Coordinator

of Legal Affairs : Octavio HERNANDEZ ; Coordinator of Audio-visual Education : Raul NORIEGA ; Director-General of Administration : Manuel ROLDAN GIL ; Directress-General of Pre-school Education : Guadalupe GOMEZ MARQUEZ ; Director-General of Primary Education for the Federal District : Hebert SANTOYO GALVAN ; Director-General of Primary Education for the States and Territories : Salvador VARELA RESENDIZ ; Director-General of Secondary Education : Humberto RAMOS LOZANO ; Director-General of the Literacy Campaign : José AVILA GARIBAY ; Director-General of Higher Education and Scientific Investigation : José ROMANO MUÑOZ ; Director-General of Legal Affairs : Javier PIÑA PALACIOS ; Director-General of School Health and Medical Services : Manuel AVELEYRA ARROYO DE ANDA ; Deputy Directress of Teacher Training, chargée d'affaires : Guadalupe C. de ZAVALETA ; Director-General of Author's Copyrights : Ernesto VALDERRAMA HERRERA ; Director of the National Institute of Mexican Youth : Agustin ARRIAGA ; Director-General of the National Institute of Fine Arts : Celestino GOROSTIZA ; Director-General of the Anthropology and History Institute : Eusebio DAVALOS HURTADO ; General Manager of the Administrative Committee of the Federal School Building Programme : Pedro RAMIREZ VAZQUEZ ; Director-General of Social Work : Flavio ROMERO DE VELASCO ; President of the National Technical Council of Education : Celerino CANO ; Director-General of the National Polytechnical Institute : Eugenio MENDEZ DOCURRO.

## MONACO

### MINISTÈRE D'ÉTAT

Minister of State and President of the Education Committee : Henry SOUM ; Government Adviser for Home Affairs, responsible for National Education : Pierre BLANCHY.

## MOROCCO

### MINISTÈRE DE L'ÉDUCATION NATIONALE, RABAT

Minister : Abdelkrim BEN JELLOUN ; Director of Departmental Staff : El Amrani ABDELKADER ; Principal Private Secretary : Ahmed BELYAMANI ; General Secretary : Nacer El FASSI ; Chief of Higher Education : Abdelaziz BEN ABDALLAH ; Chief of Secondary Education : Ahmed SALMI ; Chief of Primary Education : Mohammed Mohiedine MECHRAFI ; Chief of the Islamic Higher Education Service : Ahmed BENCHEKROUN ; Chief of the Private Education Service : Bekkari HOCEIN ; Chief of the Technical Education Service : Marcel LESNE ; Director of the Youth and Sports Division : Omar MEZZOUR.

## NEPAL

### DEPARTMENT OF EDUCATION, KATMANDU

Secretary of the Department of Education : KAISER BAHADUR KHATRI CHETTRI ; Deputy Secretaries : LOK MAN SINGH, CHUDA NANDA VAIDYA ; Assistant Secretaries : NETRA BAHADUR THAPA, AYODHAYA PRASAD PRADHAN ; Director of Public Instruction : SARADA PRASAD UPADHAYAY.

## NETHERLANDS

MINISTERIE VAN ONDERWIJS, KUNSTEN EN WETENSCHAPPEN, THE HAGUE

Minister of Education, Arts and Science : J. M. L. Th. CALS ; Secretary of State : R. G. A. HÖPPENER ; General Secretary : J. H. WESSELINGS ; Director-General of Arts and Cultural Relations : H. J. REININK ; Director-General

of Education : J. G. M. BROEKMAN; Inspector-General of Education : M. GOOTE; Director of Primary Education : J. DE BRUYN; Director of Secondary Education and Preparatory Higher Education : J. B. DREWES; Director of Vocational and Technical Education : A. G. de VRIES; Director of Higher Education : A. J. PICKAAR.

## NEW ZEALAND

### DEPARTMENT OF EDUCATION, WELLINGTON

Minister of Education : P. O. S. SKOGLUND; Director of Education : C. E. BEEBY; Assistant Director of Education : G. V. WILD; Assistant Director of Education (Administrative) : C. G. S. ELLIS; Chief Inspector of Primary Schools : A. E. CAMPBELL; Chief Inspector of Post-Primary Schools : F. R. G. AITKEN; Superintendent of Education, Auckland : L. le F. ENSOR; Superintendent of Technical Education : B. C. LEE.

## NICARAGUA

### MINISTERIO DE EDUCACIÓN PÚBLICA, MANAGUA

Minister of Public Education : René SCHICK GUTIÉRREZ; Deputy Minister : Pedro J. QUINTANILLA; Director of Technical Council : Násere HANED LÓPEZ; Director of Primary Education : Francisco LÓPEZ COLLADO; Director of Secondary Education : Tomás URROZ SARAVIA; Director of Cultural Extension : Guillermo ROTHSCUH TABLADA; Director of Administrative Services : Fernando VALLE QUINTERO.

## NORWAY

### DET KONGELIGE KIRKE- OG UNDERVISNINGSDEPARTEMENT, OSLO

Minister of Church and Education : Birger Marin BERGERSEN; Under-Secretary of State : (vacant); Director-General of the School Department (Primary, Secondary and Vocational Education) : Olav HOVE; Director-General of the Department of Arts and Sciences (Higher Education, Universities, Colleges, etc.) : Leif J. WILHELMSEN.

## PAKISTAN

### MINISTRY OF EDUCATION, KARACHI

Minister : Habibur RAHMAN; Secretary : Muhammad BASHIR-AHMAD; Deputy Educational Adviser : Syed Ghulam KHALIQ; Deputy Secretary : Syed Mohammad JAMIL WASTI.

## PANAMA

### MINISTERIO DE EDUCACIÓN, PANAMA

Minister of Education : Carlos SUCRE; First Deputy Minister : Ismael OLIVARES H.; Second Deputy Minister : María Isabel MENDOZA; Acting Directress of Secondary Education : Berta G. de CaÑIZALEZ; Director of Primary Education : Víctor GÓMEZ; Director of Private Education : Alfredo CANTÓN.

## PARAGUAY

### MINISTERIO DE EDUCACIÓN Y CULTO, ASUNCIÓN

Minister of Education and Religion : J. Bernardino GOROSTIAGA; Under-Secretary of State for Education and Religion : Francisco María BARREIRO



MAFFIODO; General Secretary: Rodolfo SALCEDO; Director of the Secondary and Vocational Education Department: Jorge CENTURIÓN; Director of the Teacher Training Department: Ranulfo PEREZ; Director of the Primary Education Department: Porfirio CHAMBORRO; Director of the Educational Research Department: Trifilo A. SALINAS; Director of the Higher Education and Cultural Diffusion Department: Luis G. BENITEZ; Director of the Administrative Department: Adolfo ZAYAS; Director of the Information Department: José Antonio BIANCHI; Director of the School Building Department: Carmelo LA TERRA; Director of the Physical Education Department: Sindulfo AVEIRO STARK; Director of the Department of Religions: Jorge BÁEZ; Chief of the Fundamental Education Department: Anastasia MORAES; Director of the School Statistics Department: Dimitry PERSIANOW; Chief of the Educational and Teaching Material Department: Emigdio RIVEROS ROLDAN.

## PERU

### MINISTERIO DE EDUCACIÓN PÚBLICA, LIMA

Minister of Public Education: Emilio ROMERO; Secretary of Public Relations: M. Gerardo ALIAGA; Director of Primary Education: Leopoldo ASTETE MARAVÍ; Director of Secondary Education: José Ignacio VIGIL; Director of Teacher Training: Edmundo AMES GONZÁLEZ; Director of Technical Education: Antonio MONSALVE; Director of Physical Education and Recreation: Alfredo NARVAEZ; Director of Fundamental and Adult Education: Luis A. LÓPEZ GALARRETA; Director-General of Administration and School Supplies: José RUBIO; Director of Culture, Archeology and History: Manuel VEGAS CASTILLO; Director of Studies and Planning: Delfín A. LUDEÑA; Legal Adviser: Ernesto Moreno FIGUEROA.

## PHILIPPINES

### DEPARTMENT OF EDUCATION, MANILA

Secretary of Education: Manuel LIM; Under-Secretary of Education: Martín AGUILAR, Jr.; Director of Public Schools: Benigno ALDANA; Director of Private Schools: Daniel SALCEDO; Officer-in-Charge of Public Libraries: Ernesto R. RODRÍGUEZ, Jr.; Director of National Museum: Eduardo QUISUMBING; Director of Institute of National Language: José V. PAÑGANIBAN.

## POLAND

### MINISTRY OF EDUCATION, WARSAW

Minister: Wladyslaw BIENKOWSKI; Under-Secretaries of State: Zofia DEMBINSKA, Michal GODLEWSKI and Wacław SCHAYER; Directors-General: Franciszek BIELECKI, Wojciech POKORA, Antoni TATON.

## PORTUGAL

### MINISTÉRIO DA EDUCAÇÃO NACIONAL, LISBON

Minister of National Education: Francisco de Paula LEITE PINTO; Under-Secretary of State: Baltazar REBELLO DE SOUSA; President of the Higher Educational Council: Mário de FIGUEIREDO; President of the Graduate Institute: Gustavo CORDEIRO RAMOS; Director-General of Primary Education: Joaquim GOMES BELO; Director-General of Secondary Education: Francisco FERNANDES PRIETO; Director-General of Higher Education: João Alexandre FERREIRA DE ALMEIDA; Director-General of Vocational Education: Antonio Carlos PROENÇA DE FIGUEIREDO; Director-General of Sports, Physical Edu-

cation and School Health Service : Orlando VALADÃO CHAGAS; Principal Private Secretary : José GOMES BRANCO.

## RUMANIA

### MINISTRY OF EDUCATION AND CULTURE, BUCAREST

Minister : Athanase JOJA; Deputy Ministers : Stefan BĂLAN, Constanza CRĂCIUM; General Secretary : Mihai ALEXANDRU; Director-General of Higher Education : Constantin IONESCU-BUJOR; Director-General of General, Vocational and Technical Education : Miron CONSTANTINESCU; Director-General of the Arts : Virgil FLOREA; Director-General of Cinematography : George MACOVESCU; Director-General of the Education of National Minorities : Ladislau BANYAI; Director-General of Polygraphic Works : Josif CHIZINLOSCHI; Director-General of Publications : Aurel MIHALE.

## SALVADOR

### MINISTERIO DE CULTURA, SAN SALVADOR

Minister of Culture : Mauricio GUZMÁN; Under-Secretary : Jorge LARDE y LARIN; Rector of the University of Salvador : Romeo FORTIN MACAÑA; Director-General of Primary Education : Daniel Raúl VILLAMARIONA; Director-General of Secondary Education : Gustavo A. Rios; Director-General of Teacher Training : Luís Samuel CÁCERES.

## SPAIN

### MINISTERIO DE EDUCACIÓN NACIONAL, MADRID

Minister of National Education : Jesús RUBIO GARCÍA-MINA; Under-Secretary : José MALDONADO Y FERNÁNDEZ DEL TORCO; Director-General of University Education : Torcuato FERNÁNDEZ MIRANDA; Director-General of Secondary Education : Lorenzo VILAS LÓPEZ; Director-General of "Laboral" Education : Guillermo de REYNA MEDINA; Director-General of Primary Education : Joaquín TENA ARTIGAS; Director-General of Fine Arts : Antonio GALLEGO BURÍN; Director-General of Archives and Libraries : José Antonio GARCÍA NOBLEJAS; Technical General Secretary and Commissioner for Cultural Extension : Antonio TENA ARTIGAS; Commissioner for School Welfare and Social Assistance : José NAVARRO LATORRE.

## SUDAN

### MINISTRY OF EDUCATION, KHARTOUM

Minister : Ziada Osman ARBAB; Director : Abdel Haleem Ali TAHA; Acting Deputy Director : Mohed Hassan ABDALLA; Assistant Director (Provinces and Councils) : Ahmed Beshir EL ABBADI; Assistant Director (Personnel) : El Tigani ALI; Assistant Director (Administration) : El Sunni ABBAS; Assistant Director (Southern Provinces) : Sir El Khatim El KHALIFA; Controller Girls' Education : Ahmed MIRGHANI; Principal, Bakht Er Ruda Institute of Education : Osman MAHGOUB; Principal, Khartoum Technical Institute : Ali HUSSNI; Cultural Attaché in Cairo : Abdel Gader OKEIR; Cultural Attaché in London : Bushra Abdel Rahman SOGHAYER.

## SWEDEN

### KUNGL. ECKLESIASTIKDEPARTEMENTET, STOCKHOLM

Minister of Education and Ecclesiastical Affairs : Ragnar EDENMAN; Under-Secretary of State : Hans LOWBEER; Director-General and Chief of

the Royal Board of Education : Nils Gustav RosÉN; Chancellor of the Universities : Harald CRAMÉR; Chief of the Royal Board of Vocational Training : Birger ÖHMAN.

## SWITZERLAND

### HEADS OF CANTONAL EDUCATION DEPARTMENTS

*Zurich* : Ernst VATERLAUS; *Bern* : Virgile MOINE; *Luzern* : Hans ROgger; *Uri* : Thomas HERGER; *Schwyz* : Vital SCHWANDER; *Obwalden* : Hans GASSER; *Nidwalden* : Josef ODERMATT; *Glarus* : Fritz STUCKI; *Zug* : Emil STEIMER; *Fribourg* : José PYTHON; *Solothurn* : Urs DIETSCHI; *Basel-Stadt* : Peter ZSCHOKKE; *Basel-Land* : Otto KOPP; *Schaffhausen* : Theo WANNER; *Appenzell A. Rh.* : Werner HOHL; *Appenzell I. Rh.* : Albert BROGER; *St. Gallen* : A. ROEMER; *Graubünden* : Andrea BEZZOLA; *Aargau* : Ernst SCHWARZ; *Thurgau* : E. REIBER; *Ticino* : Brenno GALLI; *Vaud* : Pierre OGUEY; *Valais* : Marcel GROSS; *Neuchâtel* : Gaston GLOTTU; *Genève* : Alfred BOREL; Secretary of the Conference of Heads of Cantonal Public Education Departments : Antoine BOREL.

## THAILAND

### MINISTRY OF EDUCATION, BANGKOK

Minister of Education : M. L. Pin MALAKUL; Under-Secretary of State : Nai Naga DEVAHASTIN; Deputy Under-Secretary of State : Yua WICHADIT; Rector of the University of Thammasart : Luang Chamroon NETHISART; Rector of Chulalongkorn University : M. M. Vejyunt RANGSRISHT; Director-General of Secondary Education : Lung Svastisarn SASTRABUDDHI; Director-General of Vocational Education : Sanan SUMITR; Director-General of Elementary and Adult Education : Abhai CHANDAVIMOL; Director-General of Teacher Training : Bunthin Attagara; Acting Director-General of Educational Techniques : Charoon VONGSAYANHA; Director-General of Physical Education : Pacheon NIMIBUTR; Director-General of Religious Affairs : Phung SRIVICHARN; Director-General of Fine Arts : Dhanit YUPOH.

## TUNISIA

### SECRÉTARIAT D'ÉTAT A L'ÉDUCATION NATIONALE, À LA JEUNESSE ET AUX SPORTS, TUNIS

Secretary of State : Mahmoud MESSADI; Principal Private Secretary : Taieb TRIKI; General Secretary : Abed MZALI; Chief of Primary Education Service : Mohamed BAKIR; Chief of Secondary Education Service : Ahmed NOUREDDINE.

## TURKEY

### MINISTRY OF NATIONAL EDUCATION, ANKARA

Minister : Celâl YARDIMCI; Under-Secretary of State : Osman Faruk VERIMER; Acting Under-Secretary of State for Technical and Vocational Education : Akif TUNCEL; President of the Higher Education Council : Kadri YÖRÜKOĞLU; President of the Inspection Council : Osman HORASANLI; Director-General of Higher Education : Faik BINAL; Director-General of Secondary Education : Âli YALKIN; Director-General of Primary Education : Halit BERK; Director-General of Fine Arts : Cevat Memduh ALTAR; Director-General of Teacher Training Schools : Osman BENER; Director-General of Antiquities and Museums : Kâmil SU; Director-General of School Hygiene : Baha ARKAN; Director-General of State Theatres : Cüneyt GÖKÇER; Director-General of the State Opera : Necil Kâzım AKSES; Director-General of Sports :

Sinasi ATAMAN; Director of External Relations: Emin HEKIMGIL; Director of Private Education: Hüsamettin ARKAN; Director of Libraries: Aziz BERKER; Director of Publications: Namik KATOĞLU; Director of Physical Culture and Scouting: Mehmet ARKAN.

## UKRAINE

### MINISTRY OF EDUCATION, KIEV

Minister: Ivan BELODED; Director-General of Primary and Secondary Education: Petr MIRGORODSKY; Director-General of Higher Education: Sergej ZAWALO.

## UNION OF BURMA

### MINISTRY OF EDUCATION, RANGOON

Minister: U HTUN TIN; Government Secretary: U BA KYAW; Director of Education: U BA; Director of Teacher Training: U BA BWA; Rector of the University of Rangoon: Dr. HTIN AUNG; Director of Technical Education: C. PING LEE.

## UNION OF SOUTH AFRICA

### DEPARTMENT OF EDUCATION, ARTS AND SCIENCE, PRETORIA

Minister: Jan Jonathan SERFONTEIN; Deputy Minister: Balthazar Johannes VORSTER; Secretary for Education, Arts and Science: Jacobus Johannes Petrus OP'T HOF; Under-Secretary for Education, Arts and Science (Professional): Pieter GROBBELAAR; Under-Secretary for Education, Arts and Science (Administrative): Johannes Ludwig Neethling HANSMANN.

## UNION OF SOVIET SOCIALIST REPUBLICS<sup>1</sup>

### MINISTERSTVO PROSVECHTCHENIIA RSFSR, MOSCOW

Minister of Education of the RSFSR: Evguenii Ivanovitsch AFANASENKO; First Deputy Minister: Alexei Ivanovitsch MARKOUCHEVITSCH; Deputy Ministers: Pavel Vassilievitsch ZIMINE, Mikhail Petrovitsch KACHINE, Fedor Semenovitsch MAXIMENKO, Ivan Vassilievitsch PADEJNOV.

*Uzbek SSR*: Minister of Education: I. KADYROV; *Kazakh SSR*: Minister of Education: A.C. CHARIPOV; *Georgian SSR*: Minister of Education: G. N. DJIBLADZE; *Azerbaijan SSR*: Minister of Education: M. R. MAMEDOV; *Lithuanian SSR*: Minister of Education: M. A. GUEDEVILAS; *Moldavian SSR*: Minister of Education: A. N. KRATSCHOUN; *Latvian SSR*: Minister of Education: V. P. SAMSONS; *Kirghiz SSR*: Minister of Education: T. TOURGOUNOV; *Tadzhik SSR*: Minister of Education: T. POULATOV; *Armenian SSR*: Minister of Education: Ch. S. SIMONIAN; *Turkmen SSR*: Minister of Education: A. KOURBANOV; *Estonian SSR*: Minister of Education: A. K. GREN.

## UNITED ARAB REPUBLIC (UAR)

### SOUTHERN PROVINCE (EGYPT): MINISTRY OF EDUCATION, CAIRO

Minister for the UAR: Kamal El Din HUSSEIN; Minister for Egypt: Ahmed Naguib HASHIM; Minister for Syria: Amgad TARABOULSY; Under-Secretary of State: Mohamed Taha EL NIMR; Technical Adviser: Abd El

<sup>1</sup> For the Byelorussian SSR and the Ukrainian SSR, see under Byelorussia and Ukraine.



Aziz EL KOUSSY; Deputy Under-Secretaries of State: Aly SHOEB, Ahmed EL FOTTAYEH, Ahmed ZAKY, Mohamed Aly HAFEZ, Mohamed Kamel EL NAHAS; Director-General of Cultural Relations: Mohamed FATHY.

#### NORTHERN PROVINCE (SYRIA): MINISTRY OF EDUCATION, DAMASCUS

Minister of Education: Amjad TRABULSI; General Secretary: Ahmad FTAYEH; Chief Inspector: Hachem FASSIH; Director of Secondary Education: Omar CHACHACHIRO; Director of Primary Education: Jamil SULTAN; Director of Technical Education: Wadi KHOURY; Director of Rural Education: Ahmed KASSEM; Director of Physical Education: Anoir TELLO; Director of School Hygiene: Jawdat IMAM; Director of the Examination Service: Mouta JAAFARI; Director of School Books, Translations and Publications: Abdul-Wahab ADHAM.

#### UNITED KINGDOM

##### ENGLAND AND WALES: MINISTRY OF EDUCATION, LONDON

Minister: The Rt. Hon. Geoffrey LLOYD; Parliamentary Secretary: Sir Edward BOYLE; Permanent Secretary: Sir Gilbert FLEMMING; Deputy Secretary: R. N. HEATON; Under Secretaries: R. HOWLETT, D. H. LEAD-BETTER, D. M. NENK, P. R. ODGERS, A. A. PART, T. R. WEAVER; Legal Adviser: W. L. DALE; Senior Chief Inspector: P. WILSON; Chief Inspectors: J. E. H. BLACKIE, P. A. BROWNE, W. R. ELLIOTT, C. R. ENGLISH, R. D. SALTER DAVIES, R. E. WILLIAMS; Permanent Secretary of Welsh Department: Sir Ben Bowen THOMAS; Chief Inspector (Wales): W. LL. LLOYD.

##### NORTHERN IRELAND: MINISTRY OF EDUCATION, BELFAST

Minister: W. M. MAY; Permanent Secretary: A. C. WILLIAMS; Assistant Secretaries: L. ARNDELL, J. M. BENN, J. SCOTT; Senior Chief Inspector: W. B. DOAK.

##### SCOTTISH EDUCATION DEPARTMENT, EDINBURGH

Secretary: W. F. ARBUCKLE; Deputy Secretary: T. GRAINGER STEWART; Under Secretary: H. H. DONNELLY; Assistant Secretaries: A. G. RODGER (Establishment Officer), W. A. WILLIAMS, A. DAVIDSON, R. A. DINGWALL-SMITH, J. KIDD, F. M. M. GRAY; Senior Chief Inspector of Schools: J. S. BRUNTON; Chief Inspectors of Schools: J. W. M. GUNN, R. MACDONALD, Miss E. I. YOUNG, J. G. STRACHAN, D. DICKSON, P. M. GILLAN.

#### UNITED STATES

##### DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, WASHINGTON

Secretary of Health, Education, and Welfare: Arthur S. FLEMING; *U.S. Office of Education*: Commissioner of Education: Lawrence G. DERTHICK; Deputy Commissioner of Education: Wayne O. REED; Executive Officer: John F. HUGHES; Assistant Commissioner for Educational Research: Roy M. HALL; Assistant Commissioner and Director, Division of State and Local School Systems: E. Glenn FEATHERSTON; Assistant Commissioner and Director, Division of School Assistance in Federally Affected Areas: Rall I. GIGSBY; Assistant Commissioner and Director, Division of Higher Education: Lloyd E. BLAUCH; Assistant Commissioner and Director, Division of Vocational Education: James H. PEARSON; Assistant Commissioner and Director, Division of International Education: Oliver J. CALDWELL; Deputy Director, Division of International Education and Director, International Educational Relations Branch: Bess GOODYKOONTZ.

## URUGUAY

## MINISTERIO DE INSTRUCCIÓN PÚBLICA, MONTEVIDEO

Minister of Education : Eduardo A. PONS ETCHEVERRY ; Under-Secretary of State : Enrique BELTRÁN ; Director-General of Primary Education : Nicasio GARCÍA ; Director-General of Secondary Education : Luís BATTLE VILA ; Director-General of Higher Education : Mario CASSINONI.

## VENEZUELA

## MINISTERIO DE EDUCACIÓN, CARACAS

Minister of Education : Rafael PIZANI ; Departmental Staff Director : Luís SOLARES PÉREZ ; Director of Administration : Héctor RIVAS MIJARES ; Director of Secondary, Higher and Special Education : Benjamín MENDOZA ; Director of Primary Education and Teacher Training : J. M. ALFARO ZAMORA ; Director of Culture and Fine Arts : Arturo CROCE ; Technical Director : Augusto ORIHUELA ; Legal Adviser : Gustavo DÍAZ SOLÍS ; Director of Crafts, Industrial and Commercial Education : Luís CABALLERO MEJIAS.

## VIETNAM

## DEPARTMENT OF NATIONAL EDUCATION, SAIGON

Secretary of State : Trần-Huu-THÊ ; Departmental Staff Director : Tran-van-THUAN ; General Secretary : Huynh-van-DAO ; Director-General of Secondary, Primary and Popular Education : Trần-Ba-CHUC ; Director of Cultural Affairs : Nguyen-Khac-KHAM ; Director of School Textbooks Compilation, Translation and Publication : Tran-Sy-DON ; Director of the Historical Studies Institute : Truong-Buu-LAM ; Director of Technical and Craft Education : Nguyễn-Duoc ; Director of the National Technical Centre : Le-Si-NGAC.

## YUGOSLAVIA

*Education Committee of the Federal Executive Council, Belgrade : President : Krste Crvenkovski. Council for Education of the People's Republic of Serbia, Belgrade : President : Draža Marković. Council for Culture of the People's Republic of Serbia, Belgrade : President : Stanka VESELINOV. Council for Education of the People's Republic of Croatia, Zagreb : Miloš ŽANKO. Council for Culture and Science of the People's Republic of Croatia, Zagreb : President : Miloš ŽANKO. Council for Education of the People's Republic of Slovenia, Ljubljana : President : Vlado Majhen. Council for Culture of the People's Republic of Slovenia, Ljubljana : President : Boris KOCIJANČIČ. Council for Education of the People's Republic of Bosnia and Hercegovina, Sarajevo : President : Dušanka KOVAČEVIĆ. Council for Culture of the People's Republic of Bosnia and Hercegovina, Sarajevo : President : Joco MARJANOVIĆ. Council for Education of the People's Republic of Macedonia, Skopje : President : Petar Zdravkovski. Council for Culture of the People's Republic of Macedonia, Skopje : President : Desa MILJOVSKA. Council for Education of the People's Republic of Montenegro, Titograd : President : Živko ŽIŽIĆ. Council for Culture of the People's Republic of Montenegro, Titograd : President : Vuko RADOVIĆ.*

# I. PRIMARY EDUCATION. NUMBER OF TEACHERS AND PUPILS

FROM DATA SUPPLIED BY THE STATISTICAL DIVISION OF UNESCO

DATA SUPPLIED BY THE STATISTICAL DIVISION OF UNESCO

Country	Year	Total population (thousands)	Teachers		%	Pupils		%
			Total	Women		Total	Girls	
AFRICA								
Ethiopia and Eritrea	1956/57	20 000	1 3 723	1 460	12.4	135 642	24 574	18.1
Ghana	1957	4 763	15 249	3 048	20.0	468 021	158 579	33.9
Liberia	1956/57	1 250	1 486	474	31.9	47 918	12 177	25.4
Libya	1957/58	1 136	3 061	...	...	96 763	19 776	20.4
Morocco <sup>a</sup>								
A								
B	1956/57	9 643	...	...	...	3 393 678	8 333	...
Sudan	1953/54	1 028	4 667	250	5.4	93 895	10 422	11.1
Tunisia	1956/57	10 263	7 061	...	...	245 691	...	...
Union of South Africa	1955/56	3 745	...	...	...	4 251 316	4 79 132	31.5
United Arab Republic	1953	13 153	5 55 127	5 27 127	49.2	5 1 789 457	5 895 167	50.0
Region of Egypt	1957/58	24 020	5 55 041	5 18 088	32.8	5 2 089 658	5 785 073	37.6
Region of Syria	1957/58	4 080	11 232	...	...	375 746	...	...
NORTH AMERICA								
Canada	1954/55	15 195	7 110 000	...	...	2 499 437	*1 210 000	48.4
Costa Rica	1957	1 035	5 6 677	5 301	79.4	168 122	5 76 974	48.0
Cuba	1953/54	5 807	18 555	15 852	86.4	669 610	343 630	51.3
Dominican Republic	1956	2 608	...	...	...	444 942	221 104	49.7
Guatemala	1957	3 430	8 796	5 987	68.1	249 832	109 515	43.8
Haiti <sup>10</sup>	1955/56	3 305	4 480	2 622	58.5	218 189	73 626	33.7
Honduras	1957	1 711	4 472	...	...	147 367	71 491	48.5
Mexico	1955	29 679	83 444	54 451	65.3	11 3 376 930	11 1 623 061	48.1
Nicaragua	1955/56	1 266	12 3 767	...	...	12 118 679	...	...
Panama	1954/55	886	4 056	3 306	81.5	132 743	64 524	48.6
Puerto Rico	1954/55	2 229	8 063	6 974	86.5	425 383	203 744	47.9
Salvador	1956	2 268	6 614	4 929	74.5 +	219 594	105 118	47.9
United States	1956/57	169 701	7 1 316 000	...	...	*29 550 400	...	...
SOUTH AMERICA								
Argentina	1954	18 742	109 669	96 608	88.1	2 565 164	1 247 117	48.6
Bolivia	1956	3 235	6 938	...	...	159 747	71 902	45.0

Brazil	1957	61 268	13 *171 822	...	13 *5 406 251	13 *2 658 938	49.2
Chile	1956	6 944	24 979	...	1 011 429	...	...
Colombia	1956	12 939	33 874	R 26 235	1 311 535	644 426	49.1
Ecuador	1955/56	3 743	10 891	R 7 155	7 155	216 100	46.8
Paraguay	1955	1 565	* 9 111	* 8 473	265 891	122 303	46.0
Peru	1955	9 396	28 965	18 525	1 101 227	441 106	40.1
Surinam	1955/56	R 217	1 242	...	43 862	21 046	48.0
Uruguay	1955	2 615	7 074	...	234 173	...	...
Venezuela	1955/56	5 865	18 995	15 205	646 795	...	...
ASIA							
Afghanistan	1954	12 000	* 3 191	* 212	* 105 978	* 7 977	7.5
Bahrain <sup>14</sup>	1955/56	...	263	*10	7 282	*140	1.9
Cambodia	1956/57	4 400	...	...	417 913	...	...
Ceylon	1956	8 929	38 775	19 100	16 *1 407 000	16 *659 000	46.8
China	1955/56	*585 000	*1 594 000	...	*53 125 000	...	...
People's Rep. of China	1957	*9 500	31 958	11 452	1 480 557	684 406	46.2
Rep. of China <sup>15</sup>	1955/56	382 000	691 249	117 067	24 528 288	7 485 086	30.5
India <sup>16</sup>	1955/56	81 900	143 864	...	7 409 361	...	...
Indonesia	1956/57	20 721	33 825	...	884 466	...	...
Iran	1956/57	17 4 842	18 11 996	3 852	387 965	93 353	24.8
Iraq	1956/57	1 868	18 13 178	...	310 585	...	...
Israel <sup>19</sup>	1957/58	90 600	351 533	160 893	12 956 285	6 346 934	49.0
Jordan	1956/57	1 471	20 7 432	20 2 823	198 940	64 603	32.5
Korea, Republic of	1957	*22 000	...	...	3 794 325	...	...
Kuwait	1954	200	793	276	13 354	4 513	33.8
Laos R	1956/57	*1 450	...	...	78 018	20 904	26.8
Lebanon	1955/56	1 425	20 9 017	...	20 222 890	...	...
Malaya, Federation of	1954	5 889	23 416	6 917	21 741 360	21 271 509	36.6
Nepal	1954	8 432	1 278	7	26 186	1 105	4.2
Pakistan	1957	*85 635	...	...	4 040 298	...	...
Philippines	1955/56	22 057	...	...	3 498 777	...	...
Qatar	1953	*25	...	...	420	...	...
Saudi Arabia	1957	22 6 036	3 240	...	68 790	...	...
Thailand	1957	21 076	90 721	...	3 195 586	...	...
Turkey	1952/53	21 983	37 561	9 949	1 692 135	625 896	37.0
Union of Burma	1954/55	19 242	* 15 26 582	* 15 16 462	15 1 207 893	15 499 037	41.3
Vietnam, Republic of	1957/58	12 300	23 17 124	...	23 902 226	...	...
Yemen	1956	24 4 500	2 701	...	93 039	...	...



PRIMARY EDUCATION. NUMBER OF TEACHERS AND PUPILS  
(continued)

Country	Year	Total population (thousands)	Teachers		%	Pupils		%
			Total	Women		Total	Girls	
EUROPE								
Albania	1954/55	*1 260	5 747	2 044	35.6	176 511	81 719	46.3
Andorra	1954/55	*5	48	30	62.5	875	413	47.2
Austria	1957/58	<sup>25</sup> 6 983	25 165	13 593	54.0	716 032	355 661	49.7
Belgium	1956/57	8 924	<sup>26</sup> 34 244	...	...	936 551	...	...
Bulgaria	1956 57	7 636	...	...	...	<sup>27</sup> 1 123 171	...	...
Czechoslovakia	1956/57	13 224	69 855	...	...	1 867 115	915 486	49.0
Denmark	1955/56	4 452	<sup>28</sup> 20 879	<sup>28</sup> 8 943	42.8	519 931	...	...
Finland	1955/56	4 240	20 967	*14 600	70.0	591 682	282 982	47.8
France	1956/57	*43 824	...	...	...	<sup>29</sup> 5 421 721	<sup>29</sup> 8 679 879	49.4
Germany	1956/57	16 587	65 197	...	...	1 632 900	...	...
Democratic Rep.	1957/58	*51 469	<sup>27</sup> 188 840	<sup>27</sup> 75 361	39.9	4 812 341	2 368 460	49.2
Federal Rep.	1957/58	<sup>25</sup> 2 222	4 791	2 703	56.4	153 367	75 318	49.1
West Berlin	1955/56	7 998	...	...	...	918 909	435 804	47.4
Greece	1957/58	9 826	53 667	...	...	1 259 114	...	...
Hungary	1954	154	<sup>27</sup> 890	<sup>27</sup> 222	24.9	17 200	...	...
Iceland	1955/56	2 909	13 262	...	...	500 894	...	...
Ireland	1955/56	48 171	179 375	...	...	4 740 738	2 270 089	47.9
Italy	1955/56	15	63	21	33.3	2 174	1 150	52.9
Liechtenstein	1955/56	312	1 106	549	49.6	28 689	13 921	48.5+
Luxembourg	1956/57	22	103	79	76.7	2 238	1 351	60.4
Monaco	1954/55	11 009	43 613	21 509	49.3	1 519 952	741 172	48.8
Netherlands	1957/58	3 392	15 399	6 889	44.7	426 286	209 316	49.1
Norway	1957/58	28 180	...	...	...	3 920 944	...	...
Poland	1956 57	8 909	23 383	20 239	86.6	841 937	397 092	47.2
Portugal	1957	*17 830	<sup>27</sup> *90 900	...	...	1 818 979	867 834	47.7
Rumania	1953/54	*13	39	...	...	1 315	616	46.8
San Marino	1954/55	28 751	102 243	65 365	63.9	3 370 860	1 700 151	50.4
Spain	1954/55	7 214	<sup>8</sup> 31 *43 024	<sup>8</sup> 31 *27 790	64.6	<sup>32</sup> *848 360	<sup>32</sup> *409 309	48.2
Sweden	1955/56	4 978	...	...	...	553 475	...	...
Switzerland	1956/57	41 787	156 486	114 601	73.2	4 673 987	2 260 901	48.4
United Kingdom								
England and Wales								

Northern Ireland	1956/57	1 398	6 567	4 599	70.0	211 238	104 151	49.3
Scotland <sup>28</sup>	1955/56	5 133	18 342	15 381	83.9	600 170	292 537	48.7
Yugoslavia	1955/56	R 17 761	39 440	24 403	61.9	1 548 302	731 407	47.2
OCEANIA								
Australia	1954	8 987	*39 065	*23 586	60.4	*1 258 217	*615 086	48.9
New Zealand	1956	2 178	10 651	5 647	53.0	377 655	183 107	48.5
U.S.S.R.								
U.S.S.R.	1955/56	34 200 200	37 35 1 624 558	27 35 1 141 573	37 35 70.3	22 847 634	...	...

Source. — Despite the fact that these figures were taken from official sources, they may sometimes differ slightly from the figures supplied by the Ministries of Education in their reports on educational progress presented to the XX1st International Conference on Public Education.

R Revised figures.

\* Provisional.

... Data non available.

— Nil or negligible.

1 All levels.

2 A : former French zone.

B : former Spanish zone.

3 Public institutions only : there were 148 456 girls enrolled in all levels of education i.e. 32.9 % of total enrolment. Statistics as at 10th November, 1956.

4 Including 9 890 (G 6878) pupils enrolled at the Mission universitaire et culturelle française, regardless of the level of education they actually receive.

5 Including secondary, special and agricultural schools and teacher training.

6 Including practical preparatory schools (post primary level).

7 Including pre-school, secondary, and vocational education.

8 Including pre-school education.

9 Public schools only.

10 Statistics as at April, 1956.

11 Figures not comparable with those published previously which referred to " existencia " whereas the present data relate to the number of pupils enrolled at the beginning of the school year.

12 National schools only, including kindergartens and evening schools.

13 Not including 36 schools maintained by the federal administration (73 teachers and 2 326 pupils); and schools in the province of Rio Branca, where the school year begins in August.

14 Coverage : 23 government schools for boys and 4 private schools.

15 Not including primary classes of public secondary schools.

16 Data given by type of school, and not by level of education.

17 Not including nomads and foreigners.

18 Number of teaching posts.

19 Figures refer to school year 1957/58 and not, as previously indicated, to 1956/57.

20 Including secondary schools and kindergartens.

21 Including 3 478 (G 849) pupils enrolled in teacher-training classes of primary schools.

22 1st January 1956.

23 Including data on Chinese secondary schools; not including data on French schools (9 382 pupils in primary and secondary level).

24 Estimate of 1st July, 1949.

25 1936.

26 Not including teachers in primary departments attached to secondary schools.

27 Including secondary education.

28 Including teachers in municipal secondary schools and classes.

29 Including 9 643 (G 9 568) students enrolled in domestic science classes, but, contrary to previous years, special education is not included.

30 Including schools for working and for rural youth, part-time courses and correspondence courses.

31 Including part-time teachers.

32 Including about 26 000 pupils enrolled in special classes, about 68 000 pupils enrolled in regular grades 7-8, about 2 000 pupils enrolled in non compulsory grades 8-10, and about 8 000 pupils enrolled in the upper grades of the nine-year school.

33 Public and subsidized schools only.

34 1st April, 1956.

35 Including teachers in special schools and adult education.

36 Statistics for Formosa.

## II. SECONDARY EDUCATION. NUMBER OF TEACHERS AND PUPILS

FROM DATA SUPPLIED BY THE STATISTICAL DIVISION OF UNESCO<sup>1</sup>

Country	Year	Teachers		Pupils	
		Total	Women	Total	% G
AFRICA					
Ethiopia and Eritrea	1956/57	1 3 723	1 460	12.4	2 553
Ghana	1957	4 733	862	18.2	32 463
Liberia	1956/57	148	47	31.8	568
Libya	1957/58	525	...	...	...
Morocco <sup>3</sup>	1956/57	...	...	...	...
A <sup>4</sup>	1953/54	...	...	...	...
B	1956/57	518	37	7.1	659
Sudan	1956/57	270	...	...	440
Tunisia <sup>5</sup>	1955/56	...	...	...	*5 300
Union of South Africa <sup>6</sup>	1963	55 127	27 127	49.2	895 167
United Arab Republic	1957/58	23 735	4 096	17.3	88 193
Region of Egypt	1957/58	4 046	...	...	...
Region of Syria					
NORTH AMERICA					
Canada <sup>7</sup>	1954/55	8 *110 000	...	...	*270 000
Costa Rica <sup>9</sup>	1957	1 409	678	48.1	9 419
Cuba	1955/56	...	...	...	14 869
Dominican Republic	1956	...	...	...	10 4 710
Guatemala	1957	10 1 598	10 451	10 28.2	5 557
Haiti <sup>12</sup>	1955/56	981	...	...	4 383
Honduras	1956	...	...	...	286
Mexico	1955	11 129	...	...	13 33 593
Nicaragua	1953/54	492	...	...	...
Panama	1954/55	562	302	53.7	6 143
Puerto Rico	1954/55	3 477	2 336	67.2	70 239
Salvador	1956	11 1 634	11 489	11 29.9	5 780
United States	1956/57	...	...	...	...
SOUTH AMERICA					
Argentina	1954	15 048	8 585	53.8	33 910
Bolivia	1956	7 2 459	...	...	10 930
					33.0
					35.0

Brazil	1957	*44 707	*19 079	*42.7	*668 845	*306 393	*45.8
Chile	1955	...	...	...	113 020	58 756	52.0
Colombia	1956	8 088	2 488	30.8	93 349	30 456	32.6
Ecuador	1955/56	2 672	675	25.3	26 611	7 662	28.8
Paraguay	1955	724	...	...	4 941	1 696	34.3
Peru	1955	6 366	2 211	34.7	92 098	33 716	36.6
Surinam	1955/56	129	...	...	3 237	1 336	41.3
Uruguay	1955	...	...	...	49 104	26 077	53.1
Venezuela	1954/55	2 532	804	31.8	23 163	7 541	32.6
ASIA							
Afghanistan	1954	207	36	17.4	3 576	648	18.1
Bahrain	1954/55	10 29	10 4	10 138	327	22	6.7
Cambodia <sup>10</sup>	1956/57	183	...	...	8 991	...	...
Ceylon	1956	12 357	5 732	46.4	15 *308 000	15 *130 000	15 *42.2
China	1955/56	...	...	...	7 3 899 626	...	...
People's Rep. of	1957/58	8 436	1 648	19.5 +	194 586	63 732	32.8
Republic of <sup>15</sup>	1955/56	15 338 188	15 58 929	10 17.4	6 809 680	1 340 013	19.7
India	1955/56	19 776	...	...	340 830	...	...
Indonesia <sup>17</sup>	1955/56	7 177	...	...	161 506	...	...
Iran	1956/57	3 193	831	26.0	63 877	12 749	20.3
Iraq	1956/57	13 2 147	...	...	21 583	...	...
Israel <sup>18</sup>	1957/58	7 291 332	7 60 913	7 20.9	7 145 328	3 562 395	49.9
Japan <sup>19</sup>	1956/57	...	...	...	44 112	8 314	18.8
Korea, Republic of	1956	...	...	...	612 585	...	...
Kuwait	1954	79	15	19.0	679	102	15.0
Laos R	1956/57	...	...	...	1 861	480	25.9
Lebanon	1956/57	8 9 200	...	...	31 008	...	...
Malaya, Federation of	1954	2 2 531	2 733	2 29.0	68 485	20 625	30.1
Nepal	1954	2 246	56	2.5	46 105	2 137	4.6
Pakistan	1957	...	...	...	1 278 441	...	...
Philippines	1955/56	...	...	...	580 317	...	...
Saudi Arabia	1957	450	...	...	3 707	...	...
Thailand	1956	11 858	5 156	43.5	335 063	113 034	33.7
Turkey	1952/53	7 169	3 243	45.2	110 796	27 237	24.6
Union of Burma	1954/55	5 6 118	5 3 246	5 53.1	285 160	117 997	41.4
Vietnam, Republic of	1957/58	21 3 751	...	...	105 039	...	...
Yemen	1956	69	...	...	296	...	...



SECONDARY EDUCATION. NUMBER OF TEACHERS AND PUPILS  
(continued)

Country	Year	Teachers			Pupils		
		Total	Women	% W	Total	Girls	% G
EUROPE							
Albania	1954/55	139	32	23.0	2 356	806	34.2
Austria	1957/58	...	...	...	82 579	31 105	37.7
Belgium	1957/58	...	...	...	178 682	69 289	38.8
Bulgaria	1956/57	...	...	...	<sup>30</sup> 1 123 171	...	...
Czechoslovakia	1956/57	4 830	...	...	76 523	41 512	54.2
Denmark	1955/56	<sup>22</sup> 2 647	<sup>22</sup> 1 008	<sup>22</sup> 38.1	133 489	...	...
Finland	1955/56	<sup>21</sup> 6 863	<sup>21</sup> 3 978	<sup>21</sup> 58.0	134 075	76 565	57.1
France	1956/57	...	...	...	<sup>23</sup> 1 156 635	<sup>23</sup> 599 339	<sup>23</sup> 51.8
Germany	1956/57	8 440	...	...	145 000	...	...
Democratic Rep.	1957/58	<sup>30</sup> 188 840	<sup>20</sup> 75 361	<sup>30</sup> 40.2	1 218 352	540 815	44.4
Federal Republic <sup>24</sup>	1957/58	3 010	1 329	44.2	62 042	30 604	49.3
West Berlin	1955/56	<sup>25</sup> 7 137	<sup>25</sup> 2 336	<sup>25</sup> 32.7	<sup>28</sup> 198 925	<sup>26</sup> 74 554	<sup>28</sup> 37.5
Greece	1957/58	...	...	...	82 772	...	...
Hungary	1954	<sup>20</sup> 890	<sup>20</sup> 222	<sup>20</sup> 24.9	5 585	...	...
Iceland	1955/56	<sup>21</sup> 4 564	<sup>21</sup> 2 508	<sup>21</sup> 55.0	55 859	26 627	47.7
Ireland R <sup>5</sup>	1955/56	57 534	...	...	659 322	265 692	40.3
Italy	1955/56	...	...	...	474	213	44.9
Liechtenstein	1956/57	293	...	...	4 052	...	...
Luxembourg <sup>5</sup>	1954/55	57	28	49.1	786	407	51.8
Monaco	1956/57	15 955	3 343	21.0	303 235	139 454	46.0
Netherlands <sup>27</sup>	1954/55	2 779	526	18.9	<sup>28</sup> 46 505	<sup>28</sup> 21 999	<sup>28</sup> 47.3
Norway <sup>5</sup>	1955/56	...	...	...	201 421	118 207	58.7
Poland	1956/57	4 919	2 461	50.0	76 637	36 512	47.6
Portugal	1956/57	<sup>10</sup> 8 687	...	...	144 947	72 147	49.8
Rumania <sup>28</sup>	1954/55	21	5	23.8	190	51	26.8
San Marino	1955/56	...	...	...	328 010	124 089	37.8
Spain	1955/56	11 646	5 154	44.3	176 802	*96 768	54.7
Sweden	1053/54	4 990	321	18.5	98 605	44 878	45.5
Switzerland <sup>5</sup>	1956/57	121 191	56 453	46.6	2 474 650	1 218 851	49.3
United Kingdom							
England and Wales <sup>7</sup>							

Northern Ireland	1956/57	2 303	1 135	49.3	42 281	20 546	48.6
Scotland <sup>6</sup>	1955/56	13 515	5 742	42.5	232 112	114 624	49.4
Yugoslavia	1955/56	22 641	10 807	47.7	576 379	248 027	43.0
OCEANIA							
Australia	1954	*15 274	*6 628	*43.4	*348 701	*167 457	*48.0
New Zealand <sup>7</sup>	1956	4 293	1 646	38.3	92 419	45 171	48.9
U.S.S.R.							
U.S.S.R.	1955/56	20 30 1 624 558	20 30 1 141 573	20 30 70.3	5 253 070	...	...

Source. — Despite the fact that these figures were taken from official sources, they may sometimes differ slightly from the figures supplied by the Ministries of Education in their reports on educational progress presented to the XXII International Conference on Public Education.

<sup>8</sup> Revised figures.

\* Provisional.

... Data non available.

— Nil or negligible.

<sup>1</sup> All levels.

<sup>2</sup> Including vocational education and secondary teacher training.

<sup>3</sup> A: former French zone.

B: former Spanish zone.

<sup>4</sup> Public institutions only; female students enrolled in all levels of education: 32.9% of total enrolment. Statistics as of 10th November, 1956.

<sup>5</sup> Public schools only.

<sup>6</sup> Including primary and special education, teacher-training and agricultural schools.

<sup>7</sup> Including vocational education.

<sup>8</sup> Including kindergartens and primary schools.

<sup>9</sup> Including night schools and teacher-training classes attached to secondary schools.

<sup>10</sup> Including teacher-training at secondary level.

<sup>11</sup> Including teachers in commercial schools and teacher training at secondary level.

<sup>12</sup> Statistics as of April, 1956.

<sup>13</sup> Figures are not comparable with those published previously which referred to "existencia" whereas the present data give the number of pupils enrolled.

<sup>14</sup> Part-time students.

<sup>15</sup> Data given by type of school and not by level of education.

<sup>16</sup> Statistics for Formosa.

<sup>17</sup> Coverage not complete; out of a total of 2 668 institutions, 1 244 have not given the number of teachers, and 1 242 have not given the number of pupils either.

<sup>18</sup> Teaching posts.

<sup>19</sup> Figures refer to the school year 1957/58 and not, as previously indicated, to 1956/57.

<sup>20</sup> Including primary schools.

<sup>21</sup> Including part-time teachers.

<sup>22</sup> Not including teachers in municipal secondary schools and classes; they are counted with those in primary schools.

<sup>23</sup> Including enrolment in technical departments of secondary schools.

<sup>24</sup> Not including West-Berlin and the Saar.

<sup>25</sup> Including teachers in secondary night schools and in commercial schools.

<sup>26</sup> Including 14 173 (G 1 693) students enrolled in secondary night schools.

<sup>27</sup> Not including junior seminaries.

<sup>28</sup> Including enrolment in a few private schools.

<sup>29</sup> Including schools for working and for rural youth, part-time and correspondence courses.

<sup>30</sup> Including teachers in special schools and in adult education.

### III. TEACHER TRAINING SCHOOLS AND COLLEGES. NUMBER OF TEACHERS AND STUDENTS

FROM DATA SUPPLIED BY THE STATISTICAL DIVISION OF UNESCO

[illegible]

# SOUTH AMERICA

Argentina	1954	10 882	8 274	76.0	86 009	75 391	87.7	...	...	...	...	...	...
Bolivia <sup>9</sup>	1956	...	...	...	35	21	60.0	...	...	...	...	...	...
Brazil	1957	*10 656	*7 008	*65.8	*74 157	*66 173	*89.2	*1 018	*307	*30.2	*5 266	*3 865	*73.4
Chile	1954	...	...	...	6 284	3 516	56.0	...	...	...	...	...	...
Colombia	1956	1 773	995	56.1	14 259	10 884	76.3	...	...	...	...	...	...
Ecuador	1955	365	148	40.5	4 558	2 709	59.4	...	...	...	...	...	...
Paraguay	1955	570	...	...	3 307	3 145	95.1	...	...	...	...	...	...
Peru	1955	255	124	48.6	2 177	1 245	57.2	218	43	19.7	1 286	741	57.6
Surinam	1955/56	...	...	...	536	313	58.4	...	...	...	...	...	...
Uruguay	1955	...	...	...	...	...	...	...	...	...	10 301	...	...
Venezuela	1955/56	...	...	...	6 280	...	...	...	...	...	339	...	...

# ASIA

Afghanistan	1954	43	—	—	801	—	—	—	—	—	—	—	—
Bahrain	1954/55	...	...	...	14	—	—	—	—	—	—	—	—
Ceylon	1956	227	71	31.3	2 839	1 463	51.7	—	—	—	—	—	—
China	1955/56	...	...	...	218 991	...	...	...	...	...	61 212	...	...
People's Republic of Republic of R <sup>11</sup>	1956/57	484	144	29.8	6 983	3 179	45.6	300	52	17.3	2 401	882	36.7
India	1956/56	12	...	12	90 332	25 716	28.5	13	13	13	14 382	4 354	30.3
Indonesia <sup>14</sup>	1955/56	10 994	...	...	189 919	...	...	726	...	...	16 4 399	...	...
Iraq	1956/57	...	...	...	4 663	1 152	24.7	...	...	...	...	...	...
Israel	1956	...	...	...	...	...	...	3 16 573	...	...	3 4 174	...	...
Jordan	1956/57	17 47	17 8	17.0	458	...	...	17	17	17	245	78	31.8
Korea, Republic of	1956	...	...	...	13 443	...	100.0	...	...	...	8 725	...	...
Kuwait	1954	3	3	100.0	10	10	26.1	...	...	...	...	...	...
Laos R	1956	...	...	...	142	37	...	...	...	...	...	...	...
Lebanon	1956/57	35	...	...	248	...	...	...	...	...	...	...	...
Malaya, Federation of	1954	...	...	...	5 984	2 175	36.4	...	...	...	445	209	47.0
Nepal	1954	8	...	...	82	2	2.4	...	...	...	...	...	...
Philippines	1954/55	18 1	18 1	100.0	18 30	18 13	43.3	...	...	...	38 616	29 628	76.7
Saudi Arabia	1957	85	—	...	1 052	...	...	...	...	...	...	...	...
Thailand R	1956	437	193	41.2	7 204	3 294	45.7	122	65	53.3	1 313	558	42.5
Turkey	1952/53	722	195	27.0	14 717	1 775	12.1	196	51	26.0	1 285	570	44.4
Union of Burma	1954/55	56	27	48.2	5 570	1 662	29.8	68	41	60.3	339	140	41.3



TEACHER TRAINING SCHOOLS AND COLLEGES. NUMBER OF TEACHERS AND STUDENTS  
(continued)

Country	Year	Teacher training schools at secondary level						Teacher training colleges at higher level					
		Teachers			Enrolment			Teachers			Enrolment		
		Total	Women	% W	Total	Girls	% G	Total	Women	% W	Total	Women	% W
Vietnam, Republic of	1956/57	102	18	17.6	879	292	33.2	51	2	3.9	126	46	36.5
Yemen	1956	16	...	...	50	...	...	—	—	...	—	—	...
EUROPE													
Albania	1954/55	79	27	34.2	2 050	671	32.7	33	2	6.1	347	100	28.8
Austria	1957/58	450	213	47.3	5 473	3 454	63.1	...	...	...	...	...	...
Belgium	1956/57	...	...	...	...	...	...	...	...	...	...	...	...
Bulgaria	1954/55	604	...	...	10 350	...	...	259	...	...	4 435	...	...
Czechoslovakia	1956/57	...	...	...	18 250	16 181	88.7	...	...	...	5 966	3 589	60.2
Denmark	1955/56	...	...	...	268	268	100.0	...	...	...	5 800	2 664	45.9
Finland	1955/56	181	97	53.6	19 2 262	19 896	19 39.6	182	...	...	2 690	1 219	45.3
France	1955/56	...	...	...	21 178	12 384	58.5	...	...	...	...	...	...
Germany	1956/57	...	...	...	...	...	...	...	...	...	4 512	2 802	62.1
Democratic Republic	1956/57	—	—	...	—	—	...	851	232	27.3	15 880	9 678	60.9
Federal Republic <sup>20 21</sup>	1956/57	—	—	...	—	—	...	49	11	22.4	894	586	65.5
West Berlin <sup>21</sup>	1956/57	10	10	100.0	143	143	100.0	*189	...	...	3 334	...	...
Greece	1954/55	974	479	49.2	9 564	*7 275	*76.1	360	114	31.7	1 984	1 062	54.5
Hungary	1954/55	41	10	24.4	142	64	45.1	...	...	...	...	...	...
Iceland	1954/55	...	...	...	511	334	65.4	...	...	...	...	...	...
Ireland	1955/56	...	...	...	108 161	92 042	86.1	191	19	9.9	1 005	789	78.5
Italy	1955/56	10 293	...	...	197	113	57.4	...	...	...	4 170	2 637	62.3
Luxembourg	1954/55	...	...	...	7 205	7 205	100.0	...	...	...	...	...	...
Netherlands	1955/56	...	...	...	2 194	1 103	50.3	156	...	...	...	...	...
Norway <sup>23</sup>	1954/55	317	92	29.0	61 202	49 783	81.3	...	...	...	22 15 374	22 7 722	22 50.2
Poland	1957/58	...	...	...	...	...	...	...	...	...	1 060	719	67.8
Portugal	1956/57	181	...	...	2 660	2 363	*88.1	...	...	...	...	...	...

Rumania	1954/55	...	...	...	13 079	9 188	70.3	...	...	1 586	808	50.9
Spain	1956/57	1 671	...	...	34 539	20 067	58.1	—	...	—	—	...
Sweden	1954/55	...	...	...	...	...	...	...	...	3 691	3 417	3 62.9
United Kingdom												
England and Wales	1954/55	—	—	—	—	—	—	2 300	1 620	24 884	19 306	77.6
Northern Ireland	1956/57	—	—	—	—	—	—	...	...	1 604	1 016	63.3
Scotland <sup>23</sup>	1955/56	—	—	—	—	—	—	...	...	3 796	3 112	82.0
Yugoslavia	1957/58	1 298	...	...	22 094	14 721	66.6	...	...	...	...	...
OCEANIA												
Australia	1954	—	—	—	—	—	—	511	190	7 866	4 611	58.6
New Zealand	1956	—	—	—	—	—	—	...	...	3 605	2 359	65.4
U.S.S.R.												
U.S.S.R.	1954	...	...	...	24 234 562	...	...	...	...	24 554 408	...	...

Source. — Despite the fact that these figures were taken from official sources, they may sometimes differ slightly from the figures supplied by the Ministries of Education in their reports on educational progress presented to the XX Ist International Conference on Public Education.

R Revised figures.

\* Provisional or estimated.

... Data not available.

— Nil or negligible.

• Not applicable.

1 Data referring to Maryland College of Our Lady of Fatima.

2 A: Former French Zone.

B: Former Spanish Zone.

3 Including secondary teacher training.

4 In addition, there are secondary teacher training classes attached to secondary schools.

5 Not including enrolment in a few private schools for home economics teachers.

6 Teachers included with those of secondary general and commercial schools.

7 Statistics as of the third quarter of the school year.

8 Including teachers of general secondary course attached to the public teacher training school, but not including those teaching in teacher training courses attached to public general secondary schools.

<sup>9</sup> Enrolment in private schools only; data on public teacher training, secondary and higher level are included with those on vocational education.

<sup>10</sup> National Institute of Pedagogics only.

<sup>11</sup> Statistics for Formosa.

<sup>12</sup> Teachers are included with those of secondary vocational schools.

<sup>13</sup> Teachers are included with those of universities and other institutions of higher education.

<sup>14</sup> Out of the 856 secondary institutions of teacher training 135 did not supply data on teachers, and 136 on enrolment; and out of the 104 higher institutions of teacher training, 8 did not supply data on teachers nor on enrolment.

<sup>15</sup> Not including 1 435 (W 408) students of faculties of teacher training.

<sup>16</sup> Number of teaching posts.

<sup>17</sup> Teachers in higher institutions of teacher training are included with those in secondary teacher training.

<sup>18</sup> Data on private institutions are included with those on secondary general education.

<sup>19</sup> In addition, there were 111 students attending colleges of kindergarten teacher training.

<sup>20</sup> Not including West Berlin and Saar.

<sup>21</sup> Not including post graduate teacher training.

<sup>22</sup> Schools training teachers of primary schools only.

<sup>23</sup> Public schools only.

<sup>24</sup> Including enrolment in evening and correspondence courses.

# IV. SECONDARY VOCATIONAL EDUCATION NUMBER OF TEACHERS AND PUPILS

FROM DATA SUPPLIED BY THE STATISTICAL DIVISION OF UNESCO

Country	Year	Teachers			Pupils		
		Total	Women	% W	Total	Girls	% G
AFRICA							
Ethiopia and Eritrea	1956/57	<sup>1</sup> 3 723	<sup>1</sup> 460	<sup>1</sup> 12.4	1 435	R <sup>3</sup> 553	R <sup>2</sup> 11.7
Ghana	1957	271	32	11.8	<sup>3</sup> 5 159	<sup>3</sup> 715	13.
Libya	1957/58	87	...	...	722	...	...
Morocco <sup>4</sup> A	1956/57	...	...	...	19 100	...	...
B	1953/54	131	10	7.6	1 200	560	46.7
Sudan	1956/57	189	...	...	1 940	...	...
Tunisia	1955/56	...	...	...	14 932	7 034	47.1
Union of South Africa	1953	...	...	...	<sup>5</sup> 64 796	...	...
United Arab Republic							
Region of Egypt	1957/58	4 465	682	15.3	63 053	11 991	19.0
Region of Syria	1957/58	234	...	...	2 656	...	...
NORTH AMERICA							
Canada	1954/55	<sup>6</sup> *110 000	...	...	<sup>7</sup> 533 830	<sup>7</sup> *270 000	<sup>7</sup> *50.6
Costa Rica <sup>8</sup>	1957	207	70	33.8	7 031	3 742	53.2
Cuba	1955/56	...	...	...	<sup>9</sup> 23 273	<sup>9</sup> 8 475	<sup>9</sup> 36.4
Dominican Republic	1956	...	...	...	10 116	6 073	60.0
Guatemala	1957	1 230	452	36.7	10 516	5 681	54.0
Haiti <sup>12</sup>	1955/56	324	...	...	3 100	857	27.6
Honduras	1956	...	...	...	<sup>11</sup> 5 211	<sup>11</sup> 2 464	<sup>11</sup> 47.3
Mexico	1955	4 720	...	...	<sup>13</sup> 53 790	<sup>13</sup> 24 182	<sup>13</sup> 45.0
Nicaragua <sup>11</sup>	1953/54	175	...	...	3 383	...	...
Panama	1954/55	473	286	60.5	8 580	6 100	71.1
Puerto Rico	1954/55	...	...	...	89 511	41 950	46.9
Salvador	1956	<sup>10</sup> ...	<sup>10</sup> ...	<sup>10</sup> ...	<sup>11</sup> 7 153	<sup>11</sup> 3 629	<sup>11</sup> 50.7
United States	1956/57	...	...	...	<sup>7</sup> 8 690 400	...	...
SOUTH AMERICA							
Argentina	1954	25 542	11 437	44.8	216 343	102 821	47.5
Bolivia	1956	<sup>10</sup> ...	<sup>10</sup> ...	<sup>10</sup> ...	<sup>14</sup> 9 622	<sup>14</sup> 5 009	<sup>14</sup> 52.1
Brazil	1957	*17 915	*4 606	*25.7	*162 080	*44 755	*27.6
Chile	1954	...	...	...	<sup>9</sup> 30 988	<sup>9</sup> 15 189	<sup>9</sup> 49.0
Colombia	1956	4 106	1 806	44.0	42 669	25 017	58.6
Ecuador	1955/56	985	442	44.9	12 101	8 138	67.3
Paraguay <sup>11</sup>	1955	764	...	...	7 224	1 706	23.6
Peru <sup>8</sup>	1955	3 319	1 326	40.0	33 963	*15 700	46.2
Surinam	1955/56	...	...	...	<sup>15</sup> 894	<sup>15</sup> 248	<sup>15</sup> 27.7
Uruguay	1955	...	...	...	14 651	5 864	40.0
Venezuela	1954/55	...	...	...	9 369	5 550	59.2
ASIA							
Afghanistan	1954	178	—	—	2 452	—	—
Bahrain	1954/55	12	—	—	83	—	—
Cambodia	1956/57	38	...	...	633	...	...
Ceylon	1954	97	31	32.0	2 024	914	45.2
China							
People's Republic of	1955/56	...	...	...	<sup>7</sup> 3 899 626	...	...
Republic of <sup>31</sup>	1957/58	3 999	557	13.9	69 823	16 407	23.5

# SECONDARY VOCATIONAL EDUCATION NUMBER OF TEACHERS AND PUPILS

(continued)

Country	Year	Teachers			Pupils		
		Total	Women	% W	Total	Girls	% G
India	1955/56	...	...	...	334 693	58 086	17.4
Indonesia <sup>16</sup>	1955/56	8 945	...	...	106 094	...	...
Iran	1954/55	268	...	...	1 944	...	...
Iraq	1956/57	...	...	...	4 383	...	...
Israel	1956/57	<sup>17</sup> 1 116	...	...	12 251	...	...
Japan <sup>18</sup>	1957/58	<sup>19</sup> 95 719	<sup>19</sup> 17 546	<sup>19</sup> 18.3	917 945	361 028	39.3
Jordan <sup>20</sup>	1956/57	92	*—	*—	704	*—	*—
Korea, Republic of Korea	1956	...	...	...	118 881	...	...
Kuwait	1954	51	—	—	285	—	—
Laos	1956/57	...	...	...	169	...	...
Lebanon <sup>21</sup>	1956/57	96	...	...	R 756	374	49.5
Malaya, Federation of	1954	<sup>2</sup> 2 531	<sup>2</sup> 733	<sup>2</sup> 29.0	4 197	1 052	25.1
Nepal	1954	15	—	—	112	—	—
Pakistan	1957	...	...	...	4 522	...	...
Philippines	1954/55	...	...	...	57 104	16 314	28.6
Saudi Arabia	1957	157	—	—	1 209	—	—
Thailand	1956	2 875	1 032	35.9	55 634	18 306	32.9
Turkey	1952/53	3 667	1 326	36.2	36 114	10 555	29.2
Union of Burma	1954/55	122	11	9.0	<sup>23</sup> 5 570	<sup>23</sup> 530	<sup>23</sup> 9.5
Vietnam, Republic of	1957/58	427	...	...	9 674	...	...
Yemen	1956	210	...	...	1 252	...	...
EUROPE							
Albania	1954/55	...	...	...	4 202	719	17.1
Austria <sup>22</sup>	1957/58	3 526	1 418	40.2	45 328	24 895	54.9
Belgium	1957/58	...	...	...	<sup>23</sup> 260 694	...	...
Bulgaria	1956/57	...	...	...	68 593	...	...
Czechoslovakia	1956/57	...	...	...	126 087	55 216	43.8
Denmark	1955/56	...	...	...	<sup>23</sup> 56 226	<sup>23</sup> 24 121	<sup>23</sup> 42.9
Finland	1955/56	3 719	...	...	35 491	...	...
France	1956/57	...	...	...	<sup>24</sup> 432 924	<sup>24</sup> 199 518	<sup>24</sup> 46.1
Germany							
Democratic Republic	1956/57	6 186	...	...	68 639	34 732	50.6
Federal Republic <sup>25 26</sup>	1955/56	33 611	13 050	38.8	2 511 637	1 129 115	45.0
West Berlin <sup>26</sup>	1955/56	1 951	864	44.3	91 671	42 429	46.3
Greece	1955/56	2 242	...	...	51 212	14 801	28.9
Hungary	1957/58	...	...	...	43 741	...	...
Iceland	1954	92	44	47.8	2 883	...	...
Ireland R	1955/56	...	...	...	22 411	*10 750	*48.0
Italy	1955/56	61 586	...	...	742 750	232 689	31.3
Luxembourg <sup>21</sup>	1956/57	168	...	...	3 242	...	...
Monaco	1954/55	14	12	85.7	*237	*187	*78.9
Netherlands <sup>27</sup>	1956/57	...	...	...	205 849	84 229	40.9
Norway <sup>21</sup>	1954/55	2 141	...	...	<sup>28</sup> 47 534	<sup>28</sup> 15 062	<sup>28</sup> 31.7
Poland	1957/58	...	...	...	306 470	115 597	37.7
Portugal	1956/57	3 262	*1 121	*34.4	64 977	15 723	24.2
Rumania	1957/58	8 023	...	...	<sup>28</sup> 123 954	...	...
Spain	1954/55	...	...	...	157 513	...	...
Sweden	1955/56	...	...	...	39 445	...	...



SECONDARY VOCATIONAL EDUCATION  
NUMBER OF TEACHERS AND PUPILS

(continued)

Country	Year	Teachers			Pupils		
		Total	Women	% W	Total	Girls	% G
United Kingdom							
England and Wales <sup>7</sup>	1956/57	121 191	56 453	46.6	2 474 650	1 218 851	49.3
Northern Ireland	1956/57	...	...	...	5 059	1 075	21.2
Yugoslavia	1955/56	8 220	2 835	34.5	183 170	53 125	29.0
OCEANIA							
Australia	1954	*3 690	...	...	<sup>20</sup> 77 900	...	...
New Zealand <sup>7</sup>	1956	4 293	1 646	38.3	92 419	45 171	48.9
U.S.S.R.							
U.S.S.R.	1955/56	...	...	...	<sup>23</sup> 1 713 200	...	<sup>30</sup> 55.0

Source. — Despite the fact that these figures were taken from official sources, they may sometimes differ slightly from the figures supplied by the Ministries of Education in their reports on educational progress presented to the XX1st International Conference on Public Education.

R Revised figures.  
\* Provisional, or estimated.  
... Data not available.  
— Nil or negligible.

<sup>1</sup> All levels.  
<sup>2</sup> Including general secondary education and secondary teacher training.  
<sup>3</sup> Including 1 466 (61 G) part-time pupils.  
<sup>4</sup> A : Former French Zone; data on courses supervised by the Service de l'enseignement technique.  
B : Former Spanish Zone.  
<sup>5</sup> Average number of pupils, including those attending part-time courses; not including agricultural schools.  
<sup>6</sup> Including teachers in kindergartens, primary and general secondary schools.  
<sup>7</sup> Including general secondary education.  
<sup>8</sup> Figures are not comparable with those published previously; they include data on a number of institutions on which there were none available in previous years.  
<sup>9</sup> Not including agricultural schools.  
<sup>10</sup> Teachers included with those of secondary general education.  
<sup>11</sup> Commercial schools only.  
<sup>12</sup> Statistics as of April, 1956.  
<sup>13</sup> Figures not comparable with those published previously, they refer to the number of students enrolled whereas previous data meant "existencia".  
<sup>14</sup> Including enrolment in public secondary and higher teacher-training courses.  
<sup>15</sup> Including enrolment in evening courses but not including enrolment in one public agricultural school.  
<sup>16</sup> Out of a total of 763 institutions, 79 institutions omitted to furnish data on teachers and 80 on enrolment.  
<sup>17</sup> Teaching posts.  
<sup>18</sup> Figures refer to school year 1957/58 and not, as previously indicated, to school year 1956,57.  
<sup>19</sup> Including teachers in full-time upper secondary schools.  
<sup>20</sup> Not including commercial courses nor agricultural schools under the supervision of the Ministry of Agriculture.  
<sup>21</sup> Public schools only.  
<sup>22</sup> Not including "Berufsschulen".  
<sup>23</sup> Including part-time students.  
<sup>24</sup> Enrolment in private schools included only as available.  
<sup>25</sup> Not including West Berlin and the Saar.  
<sup>26</sup> Including Berufsschulen.  
<sup>27</sup> Not including schools of midwifery and apprenticeship centres.  
<sup>28</sup> Including a few private schools.  
<sup>29</sup> Technical colleges; most of the students attend part-time courses.  
<sup>30</sup> As given in source.  
<sup>31</sup> Statistics for Formosa.

# V. UNIVERSITY AND HIGHER EDUCATION INSTITUTIONS (EXCLUDING TEACHER TRAINING COLLEGES) NUMBER OF TEACHERS AND STUDENTS

FROM DATA SUPPLIED BY THE STATISTICAL DIVISION OF UNESCO

Country	Year	Teachers			Students		
		Total	Women	% W	Total	Women	% W
AFRICA							
Ethiopia and Eritrea	1956/57	...	...	...	434	1 16	1 34
Ghana	1957	...	...	...	662	60	9.1
Liberia	1956/57	55	15	27.3	368	78	21.2
Libya	1956/57	10	...	...	71	—	—
Morocco <sup>2</sup>							
A	1954	...	...	...	1 897	...	...
B	1953/54	21	—	—	65	—	—
Sudan	1956/57	...	...	...	802	...	...
Tunisia	1957/58	...	...	...	2 062	392	19.0
Union of South Africa <sup>3</sup>	1953	<sup>4</sup> 2 032	...	...	<sup>5</sup> 20 063	...	...
United Arab Republic							
Region of Egypt	1957/58	<sup>6</sup> 2 937	208	7.1	<sup>6</sup> 78 141	10 410	13.3
Region of Syria	1957/58	...	...	...	7 696	...	...
NORTH AMERICA							
Canada	1956/57	...	...	...	75 993	16 632	21.9
Costa Rica	1957	<sup>7</sup> 280	<sup>7</sup> 25	<sup>7</sup> 8.9	2 232	613	27.5
Cuba <sup>8</sup>	1953/54	594	44	7.4	14 821	3 958	26.7
Dominican Republic	1954	...	...	...	3 009	...	...
Guatemala	1954	550	5	0.9	3 379	...	...
Haiti <sup>9</sup>	1956/57	*165	*4	*2.4	914	72	7.9
Honduras	1956	169	...	...	1 137	...	...
Mexico	1955	5 981	...	...	<sup>10</sup> 27 339	<sup>10</sup> 3 927	<sup>10</sup> 14.4
Nicaragua	1953/54	...	...	...	1 078	...	...
Panama	1954/55	119	16	13.4	1 955	902	46.1
Puerto Rico	1957/58	...	...	...	20 243	8 656	42.8
Salvador	1956	338	32	9.5	1 760	327	18.6
United States	1957/58	...	...	...	2 742 250	898 362	32.8
SOUTH AMERICA							
Argentina	1954	4 660	563	12.1	141 893	39 625	27.9
Brazil	1957	*14 126	*1 505	*10.7	*74 239	*16 706	*22.5+
Colombia	1956	3 158	255	8.1	14 673	2 666	18.2
Ecuador	1955/56	720	23	31.9	5 859	1 178	20.1
Paraguay <sup>11</sup>	1954	226	...	...	2 110	...	...
Peru	1955	2 225	112	5.0	16 789	2 813	16.8
Surinam	1955/56	...	...	...	198	51	25.8
Uruguay	1953	...	...	...	11 369	...	...
Venezuela	1955/56	...	...	...	*7 325	...	...
ASIA							
Afghanistan	1954	69	—	—	682	53	7.8
Cambodia	1956/57	...	...	...	460	...	...
Ceylon	1956	278	...	...	4 516	*730	*16.2

UNIVERSITY AND HIGHER EDUCATION INSTITUTIONS  
(EXCLUDING TEACHER TRAINING COLLEGES)  
NUMBER OF TEACHERS AND STUDENTS  
(continued)

Country	Year	Teachers			Students		
		Total	Women	% W	Total	Women	% W
China							
People's Republic of	1954	...	...	...	205 000	...	...
Republic of China <sup>12 R</sup>	1956/57	1 610	205	12.7	20 273	3 019	14.9
India	1955/56	<sup>1</sup> 37 865	<sup>1</sup> 3 958	<sup>1</sup> 10.5	721 657	92 236	12.8
Indonesia <sup>13</sup>	1955/56	2 465	...	...	26 581	...	...
Iran	1954/55	421	13	3.1	8 273	...	...
Iraq	1955/56	309	70	22.7	5 445	1 215	22.3
Israel	1956	*1 200	...	...	6 238	1 463	23.5
Japan <sup>R</sup>	1956/57	44 976	3 875	8.6	<sup>14</sup> 629 839	<sup>14</sup> 113 543	<sup>14</sup> 18.0
Korea, Republic of	1956	...	...	...	75 430	...	...
Lebanon	1956/57	...	...	...	3 999	849	...
Malaya, Federation of	1954	...	—	—	356	1	0.3
Mongolian People's Republic	1952	...	...	...	*1 300	*310	23.8
Nepal	1954	86	2	2.3	915	42	4.6
Pakistan	1957	...	...	...	84 652	...	...
Philippines	1955/56	...	...	...	183 897	...	...
Saudi Arabia	1952	18	—	—	113	—	—
Thailand	1956	731	258	35.3	28 662	6 601	23.0
Turkey	1952/53	1 105	106	9.6	23 102	4 054	17.5
Union of Burma	1956	...	...	...	12 491	...	...
Vietnam, Republic of	1957/58	*365	...	...	6 311	...	...
EUROPE							
Albania	1954/55	74	10	13.5	876	103	11.8
Austria	1957/58	2 130	...	...	27 296	6 043	22.1
Belgium	1957/58	...	...	...	29 651	5 494	18.5+
Bulgaria	1956/57	2 889	...	...	<sup>15</sup> 37 459	...	...
Czechoslovakia	1956/57	1 404	...	...	46 831	11 341	24.2
Denmark	1955/56	...	...	...	13 019	2 907	22.3
Finland <sup>16</sup>	1955/56	*1 603	...	...	15 502	6 397	41.2
France <sup>17</sup>	1955/56	...	...	...	*152 300	*55 400	*36.4
Germany							
Democratic Republic	1956/57	...	...	...	59 399	16 399	27.6
Federal Republic <sup>18</sup>	1956/57	...	...	...	139 555	26 155	18.7
West Berlin	1956/57	...	...	...	17 332	4 065	23.5
Greece	1954/55	515	...	...	16 682	...	...
Hungary	1957/58	...	...	...	<sup>19</sup> 24 013	...	...
Iceland	1954	68	1	1.5	750	...	...
Ireland	1954/55	680	137	20.1	9 411	...	...
Italy	1955/56	3 935	...	...	206 058	53 766	26.8
Luxembourg	1957/58	...	...	...	80	...	...
Netherlands <sup>20</sup>	1957/58	...	...	...	32 385	5 866	18.1
Norway <sup>21</sup>	1955/56	803	62	6.5	<sup>R</sup> 5 469	<sup>R</sup> 960	<sup>R</sup> 17.6
Poland	1955/56	...	...	...	<sup>22</sup> 130 822	<sup>22</sup> 42 491	<sup>22</sup> 32.5
Portugal	1954	...	...	...	17 866	4 639	26.0
Romania	1956/57	...	...	...	56 170	...	...
Spain	1954/55	...	...	...	<sup>23</sup> 85 508	*10 000	*11.7
Sweden	1956/57	2 408	...	...	23 609	6 868	29.1
Switzerland	1956/57	2 095	...	...	16 465	2 466	15.0

UNIVERSITY AND HIGHER EDUCATION INSTITUTIONS  
(EXCLUDING TEACHER TRAINING COLLEGES)  
NUMBER OF TEACHERS AND STUDENTS

(continued)

Country	Year	Teachers			Students		
		Total	Women	% W	Total	Women	% W
United Kingdom							
England and Wales	1954/55	8 032	...	...	67 562	16 582	24.5
Northern Ireland	1956/57	303	...	...	2 332	602	25.8
Scotland <sup>24</sup>	1953/54	<sup>25</sup> 1 761	...	...	13 998	3 744	26.7
Yugoslavia	1956/57	3 990	828	20.8	64 185	18 936	29.5+
OCEANIA							
Australia <sup>17</sup>	1954	3 410	...	...	29 445	6 272	21.3
New Zealand	1956	...	...	...	<sup>26</sup> 11 077	<sup>26</sup> 2 676	<sup>26</sup> 24.2
U.S.S.R.							
U.S.S.R.	1955/56	...	...	...	<sup>27</sup> 1 867 000	...	...

Source. - Despite the fact that these figures were taken from official sources, they may sometimes differ slightly from the figures supplied by the Ministries of Education in their reports on educational progress presented to the XX1st International Conference on Public Education.

n Revised figures.

\* Provisional.

... Data non available.

— Nil or negligible.

<sup>1</sup> Including higher teacher training.

<sup>2</sup> A : former French zone.

B : former Spanish zone.

<sup>3</sup> Not including the University College of Fort Hare with 384 students, of whom 339 attending courses of higher education.

<sup>4</sup> Including part-time teachers and assistants.

<sup>5</sup> Including part-time students.

<sup>6</sup> Not including data on Al Azhar University with 1 789 male teachers and 37 215 male students.

<sup>7</sup> Registered teachers only.

<sup>8</sup> Not including faculties of education.

<sup>9</sup> Statistics as at the third quarter of the school year.

<sup>10</sup> Figures not comparable with those published previously; they represent the number of students enrolled, <sup>2</sup> previous figures referred to "existencia".

<sup>11</sup> Not including schools of midwifery.

<sup>12</sup> Statistics for Formosa.

<sup>13</sup> Not including 13 institutions.

<sup>14</sup> Including 67 915 (W 19 579) students enrolled in colleges and universities (university department(s) of teacher training.

<sup>15</sup> Including correspondence courses.

<sup>16</sup> Not including Academy of Music.

<sup>17</sup> Universities only.

<sup>18</sup> Including the Saar, but not including West Berlin.

<sup>19</sup> Not including 11 904 workers enrolled in evening and correspondence courses.

<sup>20</sup> Degree granting institutions only.

<sup>21</sup> Public institutions and private institute of theology.

<sup>22</sup> Including students of evening course.

<sup>23</sup> Including 20 856 students in seminaries.

<sup>24</sup> Public institutions only.

<sup>25</sup> Part-time teachers.

<sup>26</sup> Not including 31 678 students attending courses of less than one year's duration.

<sup>27</sup> Including enrolment in teacher training institutions, part-time, and correspondence courses.



## VI. STATISTICS OF PUBLIC EXPENDITURE ON EDUCATION

FROM DATA SUPPLIED BY THE STATISTICAL DIVISION OF UNESCO

Country	Year	Currency	Public expenditure on education			Central or federal government budget for education	
			Total (millions)	Per inhabitant		Amount (millions)	Percentage of total budget
				In national currency	In U.S. Dollars		
Afghanistan	1957	Afghanis	<sup>1</sup> 165	12.7	0.76	165	...
Argentina	1954	Pesos	3 350	178.7	35.7	2 541	...
Australia	1954/55	Pounds	76	8.4	18.8	...	...
Austria	1956/57	Schillings	<sup>1 2</sup> 2 500	333.3	12.8	2 500	...
Bahrain	1953	Indian Rupees	5	45.3	9.5	...	...
Belgium	1956	Francs	*17 648	*1 990.0	*39.8	*9 436	*9.8
Bolivia	1953	Bolivianos	1 142	368.0	1.9	258	4.1
Brazil	1956	Cruzeiros	15 828	264.5	14.3	R 5 359	...
Bulgaria	1954	Levas	742	98.9	R 14.7	47	...
Cambodia	1955	Riels	283	64.9	1.9	...	...
Canada	1957/58	Dollars	<sup>3</sup> 930	56.1	58.3	<sup>3</sup> 69	...
Ceylon	1956/57	Rupees	<sup>1</sup> 216	25.1	5.3	216	13.2
Chile	1956	Pesos	<sup>1 4</sup> 26 157	3 766.8	34.2	...	...
China, Republic of	1957/58	New Taiwan Yuans	*971	*102.1	*9.9	*133	*2.4
Colombia	1956	Pesos	202	15.6	8.0	81	6.0
Costa Rica	1956	Colons	<sup>1</sup> 45	45.5	R 8.1	45	...
Cuba	1954	Pesos	<sup>1</sup> 74	13.0	13.0	74	23.0
Denmark	1955/56	Kroner	894	201.4	R 29.2	464	...
Dominican Republic	1955	Pesos	10	4.2	4.2	9.3	...
Ecuador	1956	Sucres	<sup>1</sup> 133	35.0	R 2.3	133	...
Finland	1957	Markkas	<sup>9</sup> 26 936	6 216.5	27.0	26 936	10.8
France	1958	Francs	<sup>1</sup> 538 000	12 227.3	35.0	538 000	10.2
Germany :							
Federal Republic and West Berlin	1955	Deutsche Marks	6 003	115.0	27.6	133	0.6
Democratic Republic	1957	Deutsche Marks	<sup>1</sup> *2 747	*156.8	*70.6	*2 747	...
Ghana	1957/58	Pounds sterling	<sup>8</sup> *6.4	*1.5	*4.2	*6.4	...
Greece	1958	Drachmas	<sup>1</sup> 1 126	139.0	4.6	1 126	6.7
Guatemala	1957	Quetzals	<sup>1</sup> 12	3.7	3.7	12	9.8
Haiti	1956/57	Gourdes	<sup>1</sup> 20	5.8	1.2	20	13.4
Honduras	1954/55	Lempiras	6	3.7	1.9	4	*10.0
Hungary	1953/54	Forints	*3 000	*310.0	R *13.8	...	...
Iceland	1956	Kronur	114	708.1	42.5	83	...
India	1955/56	Rupees	1 896	5.0	1.1	121	...
Indonesia	1956	Rupiahs	<sup>1</sup> 1 253	14.9	1.3	1 253	...
Iran	1955/56	Rials	<sup>1</sup> 4 218	193.5	6.0	4 218	22.0
Iraq	1957/58	Dinars	<sup>9</sup> *13	*2.7	*7.6	13	18.3
Ireland	1955/56	Pounds	15	5.2	R 14.6	14	...

## VI. STATISTICS OF PUBLIC EXPENDITURE ON EDUCATION

(continued)

Country	Year	Currency	Public expenditure on education			Central or federal government budget for education	
			Total (millions)	Per inhabitant		Amount (millions)	Percentage of total budget
				In national currency	In U.S. Dollars		
Israel	1955/56	Pounds	*87	*49.8	R *27.7	38	...
Italy	1957/58	Lire	<sup>1</sup> 399 642	7 830.4	12.5	379 642	...
Japan	1956/57	Yen	423 323	4 703.6	13.1	130 535	13.0
Jordan	1954	Dinars	<sup>1</sup> 1	0.6	R 1.7	1	14.0
Korea, Republic of	1958	Hwans	<sup>5</sup> 39 058	1 755.4	9.8	39 058	...
Laos	1956	Kips	139	95.9	2.7	134	11.4
Lebanon	1958	Pounds	<sup>1</sup> 22	14.4	6.6	22	...
Liberia	1958	U.S. Dollars	<sup>1</sup> 2.5	2.0	2.0	2.5	...
Libya	1952	Pounds	0.6	0.5	1.4	...	...
Liechtenstein	1954	Swiss Francs	0.7	50.9	11.9	0.7	...
Luxembourg	1955/56	Francs	<sup>10</sup> 252	807.5	16.2	<sup>10</sup> 252	...
Malaya, Federation of	1957	Malayan Dollars	136	21.7	7.1	...	...
Mexico	1957	Pesos	<sup>1</sup> *1 028	*33.7	*2.7	*1 028	*13.6
Monaco	1955/56	French Francs	110	5 500.0	16.0	110	...
Mongolia, People's Rep. of.	1951	Tongriques	*49	*50.0	*12.5	...	...
Morocco <sup>11</sup>	1957	Francs	<sup>112</sup> 18 753	2 116.6	6.1	18 753	16.9
Netherlands	1956	Florins	<sup>1</sup> 762	70.0	R 18.4	762	...
New Zealand	1957	Pounds	<sup>1</sup> 32	14.4	40.2	32	...
Nicaragua	1953/54	Córdobas	20	17.2	2.4	...	...
Norway	1955/56	Kroner	776	226.6	31.7	332	7.7
Pakistan	1957	Rupees	201	2.4	0.5	...	...
Panama	1955	Balboas	10	10.5	10.5	10	...
Paraguay	1955	Guaranis	146	95.0	1.9	...	...
Peru	1956	Soles	<sup>13</sup> 683	70.8	3.7	683	19.2
Philippines	1956/57	Pesos	<sup>1</sup> 206	9.3	4.7	206	29.6
Poland	1954	Zlotys	9 510	360.0	90.0	5 139	...
Portugal	1957	Escudos	<sup>1</sup> 705	79.1	2.8	705	8.8
Puerto Rico	1955/56	U.S. Dollars	<sup>114</sup> 52	23.1	23.1	52	21.5
Rumania	1957	Lei	<sup>1610</sup> 767	603.9	100.9	...	...
Salvador	1954	Colons	32	15.0	6.0	20	13.2
Saudi Arabia	1957	Tallaris	<sup>1</sup> 88	14.6	3.9	88	...
Spain	1958	Pesetas	<sup>164</sup> 4 328	145.9	3.5	4 328	9.0
Sudan	1955/56	Egyptian Pounds	*3.5	0.4	1.1	3.5	...
Surinam	1954	Florins	*6	*25.0	*13.3	5	14.3
Sweden	1957/58	Kroner	<sup>1</sup> *1 331	*180.6	*34.9	*1 331	*13.0
Switzerland	1956	Francs	<sup>12</sup> 731	145.5	33.9	38	9.5
Thailand	1956	Bahts	861	41.6	2.0	269	...
Tunisia	1957/58	Francs	<sup>1</sup> 9 318	2 442.5	7.0	9 318	13.6



## VI. STATISTICS OF PUBLIC EXPENDITURE ON EDUCATION

(continued)

Country	Year	Currency	Public expenditure on education			Central or federal government budget for education	
			Total (millions)	Per inhabitant		Amount (millions)	Percentage of total budget
				In national currency	In U.S. Dollars		
Turkey	1955/56	Pounds	426	17.7	R 6.3	...	...
Union of Burma	1957/58	Kyats	<sup>1</sup> 130	6.5	1.4	130	9.6
Union of South Africa	1956	Pounds	<sup>19</sup> 40	2.9	8.1	...	...
U.S.S.R.	1958	Roubles	<sup>18</sup> 83 900	419.1	104.8	...	...
United Arab Republic							
Prov. of Egypt	1957/58	Pounds	<sup>1</sup> 38	1.6	4.6	38	...
Prov. of Syria	1957	Pounds	<sup>15</sup> *60	14.7	6.7	*60	16.0
United Kingdom	1955	Pounds	<sup>17</sup> 488	9.5	26.6	<sup>17</sup> 329	6.4
United States	1955/56	Dollars	<sup>7</sup> *15 500	*92.9	*92.9	...	...
Uruguay	1953	Pesos	74	29.3	15.5	...	...
Venezuela	1956/57	Bolivars	<sup>19</sup> 168	28.2	8.4	<sup>9</sup> 168	4.5
Vietnam, Republic of	1957/58	Piastres	<sup>1</sup> *600	*48.8	*1.4	*600	...
Yugoslavia	1955	Dinars	34 075	1 933.0	6.4	...	...

Source. — Despite the fact that these figures were taken from official sources, they may differ slightly from the figures supplied by the Ministries of Education in their reports on educational progress presented to the XXist International Conference on Public Education.

\* Estimated or provisional.

<sup>18</sup> Revised data.

... Data non available.

<sup>1</sup> Expenditure by central or federal government only.

<sup>2</sup> Education and culture.

<sup>3</sup> Expenditure relative to elementary, secondary and higher education.

<sup>4</sup> Expenditure including "Gastos presupuestarios y Leyes Especiales". In 1954, expenditure under the same heading amounted to 9,406 million pesos and, in 1955, 14,081 million pesos.

<sup>5</sup> Budget of the Ministry of Education, including expenditure for cultural activities and grants to educational organizations.

<sup>6</sup> In 1956, the provinces and municipalities spent 392 million pesetas on education (provinces: 98 millions; municipalities: 294 millions).

<sup>7</sup> Including private expenditure.

<sup>8</sup> Education budget decreased, the Department of Social Welfare and Community Development having been placed under the control of the Ministry of Labour.

<sup>9</sup> Ministry of Education only.

<sup>10</sup> Expenditure relative to primary, secondary and vocational education.

<sup>11</sup> Data relative to the former French zone.

<sup>12</sup> Ordinary expenditure only.

<sup>13</sup> Amounts allocated to education in the ordinary budget of the Republic.

<sup>14</sup> Expenditure for educational services only.

<sup>15</sup> Excluding 7,715,000 Syrian pounds in the independent budget of the University of Syria.

<sup>16</sup> Total of expenditure in connection with cultural and social works. For the years 1954 and 1955, the amount allotted to education represented about a third of the budget for cultural and social works.

<sup>17</sup> Including expenditure in connection with broadcasting.

<sup>18</sup> Expenditure for education, culture and scientific development only. The total of expenditure in connection with cultural and social works amounts to 212,800 million roubles.

<sup>19</sup> Ordinary expenditure of the provincial states' budgets only.

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